

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **FRANKLIN ELEMENTARY SCHOOL**

**2020-21**

37-68338-6039606

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Roy, Melissa

**Contact Person:** Roy, Melissa

**Position:** Principal

**Telephone Number:** (619) 344-3000

**Address:** 4481 Copeland Ave, Franklin Elementary, San Diego, CA, 92116-4802,

**E-mail Address:** mroy@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**



*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

**SCHOOL NAME: Franklin Elementary STEAM Magnet School**

**SITE CONTACT PERSON: Melissa Roy, Principal**

**PHONE:** 619-344-3000

**FAX:**

**E-MAIL ADDRESS:** mroy@sandi.net

**Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):**

Title 1 Schoolwide Programs (SWP)     CSI School

**The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:**

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |                                  |
|--|----------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: 9/30/2020  |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____      |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____      |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: 10/02/2020 |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____      |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/02/2020

**The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.**

Melissa Roy-Wood

/Melissa Roy-Wood 10-02-2020

Type/Print Name of School Principal

Signature of School Principal / Date

Sandra Martinez

Sandra Martinez 10-02-2020

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

Johnny Velho

Johnny Velho 09-30-2020

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

**Christina Casillas**

Type/Print Name of Area Superintendent

*Christina Casillas* 12/7/20  
Signature of Area Superintendent / Date

**Submit Document With Electronic Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, **Room 3126**

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of *Title I Schoolwide Program*.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

2/6/20: SSC Meeting to Approve the 2019-20 Budget

9/17/20 SSC developed, provided input for SPSA Draft

9/21/20: ELAC Feedback for the SPSA

10/2/20: SSC Meeting to approve SPSA

**RESOURCE INEQUITIES**

Funding has been allocated to support English Language Arts and Mathematics for two consecutive school years 2018-2019 and 2019-2020 respectively, however; our results in Mathematics were unsuccessful, particularly in the fifth grade that illustrates the largest disparity in our goals. Our site spent money on supporting our English Language Learners. Although, in grades 3-5 the students who are identified as English Language Learners did not increase their achievement scores. For example, in English Language Arts, the percentage of students who are English Learners who meet or exceed falls below 20% (16%) and in Mathematics, the percentage of students who are English Learners who meet or exceed grade-level standards falls below 30% (28%). This is an inequity because we did not get the results that we aimed for in the 2018-2019 academic school year.

In the 2019-2020 academic school year, our staff planned the use of student discussion protocols to facilitate ongoing data discussions, monthly monitoring and the use of common assessments (within each grade level in the areas of English Arts and Mathematics). Our staff also planned to utilize District Supports in the form of "mini-coaching cycles" in mathematics with an emphasis on language supports focusing on problematic tasks to incorporate ELD in the content area for grades 3-5 to as well as implementing best practices around designated and integrated ELD. Because of school closures due to the Covid-19 global pandemic, students were unable to participate in state testing for the 2019-2021 academic school year. Utilizing data from end of unit assessments to reflecting upon the 2019-2020 student responses revealed students in grades 3-5 who are identified as English Language Learners, showed no evidence of an increase in proficiency levels. The percentage of students who are English Learners who meet or exceed grade-level standards in ELA is at 19% and 30% in mathematics for the 2019-2020 academic school year. In addition, teachers reported minimal

growth with English Learners at the end of the school year with Distance Learning as evident in assessments and data discussions in the spring of 2020.

In addition, students participated in Distance Learning (Online School) in all grade levels, TK-5, in which grade level Professional Learning Communities, GVC (Guaranteed Viable Curriculum), similar assessments, and consistency in classrooms in each grade level did not take place. The Early Literacy Support teacher spent a lot of time at the beginning of the year completing ELPAC assessments, which took the teacher away from additional time to work with small groups and provide additional ELD to our English Learners. As a result, additional staff will conduct ELPAC assessments to free up the Early Literacy Support Teacher to provide timely, just right, ongoing interventions to our students who are outside of the sphere of success. The Guidance Assistant Position remained unfilled for the entire length of the school year. Our site was able to secure approximately 2-3 weeks of a visiting Guidance Assistant for the entire year affecting the effectiveness of this resource. The absence of a Guidance Assistant had a direct impact on the Early Literacy Support Teacher and Library Technician positions as they often supported students above and beyond their roles supporting social-emotional learning needs, playground, guidance and counseling supports, and referrals to our School Guidance Counselor. Our library assistant provides access to both digital and print-based resources for students.

For the 2020-2021 academic school year, both an Early Literacy Support Teacher and a Guidance Assistant began in November 2020 and serves on our data monitoring teams to promote equitable school access to ALL students, including and especially our English Language Learners. The Early Literacy Support Teacher is not the main ELPAC coordinator, and the Library Assistant has shifted from supporting students in our Brick-and-Mortar setting to getting devices and student materials in the hands of ALL students in addition to playing a key support role during Phase 1 In-Person Appointment Based Learning. As a result, in the 2020-2021 monitoring attendance from the support of the Guidance Assistant and Early Literacy Support Teacher who provided continuous cycles for Response to Intervention: push-in and pull out small groups supports in a virtual and (eventually) an in-person setting by the Early Literacy Support Teacher in partnership with providing instructional materials access and in-person learning access, provided by the Library Assistant, our site anticipates seeing great gains in closing the achievement gap and promoting equity across campus. At Franklin, we believe a rising tide lifts all boats. Through the partnership and collegiality between our Library Assistant, Early Literacy Support Teacher, Guidance Assistant, teachers, and staff, we already see positive changes and anticipate even bigger gains by the end of the 2020-2021 academic school year.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Melissa Roy-Wood	Principal
Sandra Martinez	Parent / Chairperson
Heather Bice	Parent
Kim Nichols	Parent
Shana Hazen	Parent/DAC Representative
Dawn Castillo	Parent
Debbie Pina	Teacher
Jen French	Teacher
Rick Froehbrodt	Teacher
Kathy Kuhl	Classified - Secretary

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

An Attendance Teams and Student Equity Teams will work collaboratively with all classroom teachers to improve student attendance by:

- \* Identifying absent students.
- \* Reach out to families of the absent students.
- \* Provide additional supports for families to improve attendance (Community Resources, Counseling, and Student Study Skills).
- \* Survey Families Regarding School Experience
- \* Compile Data Trends Regarding Attendance to Determine Possible Causes
- \* Service as a Taskforce to Address Chronic Absenteeism
- \* Small Groups for Social Emotional Learning / Parent Partnerships
- \* Counselor and Guidance Assistant Office Hours for Student and Family Support
- \* Provide additional support for families directly from the school (Onsite Appointment Based Learning / Services) following District Guidelines.

#### \*Major Differences

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

Due to School Closures because of the Covid-19 global pandemic. Services that are typically provided in the brick and mortar setting will be provided via Zoom (video conference) and or phone conference. Any live interaction will be following District and state health guidelines set forth to ensure that the health and safety of all students, staff, and school community.

#### \*Changes

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

No changes.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism	11.4%	5.7%	Attendance	Monthly
June 2021	5	Increase the average student safety rate ("Yes most or all of the time)	72%	82%	CAL-SCHLS (CHKS)	Annually

### \*Identified Need

On the California Dashboard (2018-19), Franklin is in the orange in the following indicator Chronic Absenteeism. The overall school chronic absenteeism rate is 11.4%

#### Chronic Absenteeism Rates (subgroups):

- African American students=12.8%
- English Learners=12.5%
- Hispanic/Latino students=15.3%
- Students with disabilities=25.5%
- Socioeconomically Disadvantaged=13.7%

#### School Safety Student Responses (indicators)

- The student feels safe at school =72%

### \*Online Learning Implications

- \* Additional support provided for families directly from the school (Onsite Appointment Based Learning / Services) following District Guidelines.
- \* Supports Provided by daily teacher office, weekly Professional Learning Community Meetings at Grade Levels hours via Zoom
- \* Monthly Principal's Chat / Office Hours for Families
- \* Virtual Counseling Office and Virtual Nurses Office (via Google Site) as well as Office Hours Provided by Nurse, Health Tech, Counselor and Guidance Assistant
- \* Appointment Based Services to Students/Families for Materials by Staff and Site Online Learning Support to Access School provided by Librarian and Attendance and Equity Teams



## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	TK-5	Black or African American	Decrease chronic absenteeism rate	12.8%	2.8%	Attendance	Bi-Weekly
June 2021	TK-5	English Learner	Decrease chronic absenteeism rate	12.5%	2.5%	Attendance	Bi-Weekly
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	15.3%	5.3%	Attendance	Bi-Weekly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	25.5%	15.5%	Attendance	Bi-Weekly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	14.5%	5%	Attendance	Bi-Weekly
June 2021	TK-5	Students with Disabilities	Decrease chronic suspension rate	1.7%	0%	Suspension	Monthly
June 2021	TK-5	White	Decrease chronic suspension rate	1.4%	0%	Suspension	Monthly

### **Counselor and Guidance Assistant Support**

#### **\*Students to be served by this Strategy/Activity**

All students at Franklin will benefit from this strategy/activity in the area of **Chronic Absenteeism**, particularly the following subgroups: English Learners, Hispanic/Latino, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

An Attendance Teams and Student Equity Teams will work collaboratively with all classroom teachers to improve student attendance by:

- \* Identifying absent students.
- \* Reach out to families of the absent students.
- \* Provide additional supports for families to improve attendance (Community Resources, Counseling, and Student Study Skills).
- \* Survey Families Regarding School Experience
- \* Compile Data Trends Regarding Attendance to Determine Possible Causes
- \* Service as a Taskforce to Address Chronic Absenteeism
- \* Small Groups for Social-Emotional Learning / Parent Partnerships
- \* Counselor and Guidance Assistant Office Hours for Student and Family Support
- \* Provide additional support for families directly from the school (Onsite Appointment Based Learning / Services) following District Guidelines.
- \* Supports Provided by daily teacher office, weekly Professional Learning Community Meetings at Grade Levels hours via Zoom
- \* Monthly Principal's Chat / Office Hours for Families
- \* Virtual Counseling Office and Virtual Nurses Office (via Google Site) as well as Office Hours Provided by Nurse, Health Tech, Counselor and Guidance Assistant
- \* Appointment Based Services to Students/Families for Materials by Staff and Site Online Learning Support to Access School provided by Librarian and Attendance and Equity Teams

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Strategy/Activity - Description**

To accomplish this goal, the Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive inclusive culture at Franklin. An action plan will be developed to engage students at school and provide resources/support. This communication will include dates of the absences and steps parents/guardians can take to improve their student's attendance and participation. Office staff, administrators, support staff, or counselors will make contacts. A monthly log will record the contacts.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0113-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F01131S	Guidance Assistant will support the social-emotional needs as well as promote attendance. This will be achieved through work on the attendance team and communication with families, as well as continue PBIS work.

**\*Additional Supports for this Strategy/Activity**

The Counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the guidance counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Counselor will also be an active member of the wellness committee and/or other subcommittees as needed to support the positive inclusive culture at Franklin.

**Positive Culture Support**

**\*Students to be served by this Strategy/Activity**

LCFF - Unduplicated students ...serve all students with a focus on increasing student attendance and participation in the learning experience to increase exposure to lessons in Social-Emotional Learning. Student Groups: English Learners, Low-Income and Foster Youth

**\*Strategy/Activity - Description**

An Attendance Teams and Student Equity Teams work collaboratively in the Online Learning model adopted school and district-wide with all classroom teachers to improve student attendance by:

- \* Provide additional support for families directly from the school (Onsite Appointment Based Learning / Services) following District Guidelines.
- \* Supports Provided by daily teacher office, weekly Professional Learning Community Meetings at Grade Levels hours via Zoom
- \* Monthly Principal's Chat / Office Hours for Families
- \* Virtual Counseling Office and Virtual Nurses Office (via Google Site) as well as Office Hours Provided by Nurse, Health Tech, Counselor and Guidance Assistant
- \* Appointment Based Services to Students/Families for Materials by Staff and Site Online Learning Support to Access School provided by Librarian and Attendance and Equity Teams

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01131S	Guidance Asst	0.20000	\$6,503.20	\$8,666.82	0113-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt			Guidance Assistant to Support Students four days per week M, T, W, Th providing Social Emotional Learning Support, Small Groups, Student Services to Support Peer Relations, Study Skills, Attendance, Access to Curriculum, Core Instruction, Increased Participation in Classroom and Schoolwide Events
F01131T	Library Asst	0.10000	\$2,890.80	\$6,636.99	0113-30100-00-2231-2420-1110-01000-0000	Title I Basic Program			Librarian Assistant to provide access to school materials in an online setting including but not limited to student device check out, materials distribution, online materials access and other student services to promote access to Core Instruction/Curriculum.
N011394	Interprogram Svcs/Paper		\$4,000.00	\$4,000.00	0113-00000-00-5733-1000-1110-01000-0000	Discretionary Alloc			Funds for Home-School Communication

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0113AT	Non Clsrn Tchr Hrly		\$1,000.00	\$1,222.90	0113-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Non Clsrn Tchr Hrly to fund Classroom Teacher work in Professional Learning Communities related to address the Social Emotional needs of students in the areas of professional development and curriculum design. Classroom Teacher participation in SEL initiatives including but not limited to Ally Action Club, facilitation of professional development.
N0113AU	Sp Ed Instr Behavior Tech Hrly		\$600.00	\$796.74	0113-30100-00-2162-1110-5750-01000-4216	Title I Basic Program			Hourly funds to include SEBT participation in Professional Learning Communities related to address the Social Sp Ed Instr Behavior Tech Hrly to address emotional needs of students. Participation in SEL initiatives including but not limited to Ally Action Club, co-facilitation of professional development.

## **Goal 2 - English Language Arts**

### **Call to Action Belief Statement**

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### **District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### **Annual Review of This Goal: SPSA Reviewed 2019-20**

#### **\*Analysis**

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

Resources were allocated to fund the following:

Professional development to support Tier I Instruction in English Language Arts.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies.

#### **\*Major Differences**

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

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments promptly or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs shortening their time.

**\*Changes**

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.

Classroom teachers will continue to collaborate with the administration and other support staff (STEAM Coordinator, Ed. Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to the potential at-risk LTELs.

Visiting teachers will release classroom teachers for monthly PLC meetings and work collaboratively with PE Prep teacher and other staff to engage students in STEAM learning during the brick and mortar setting. During the Online Learning School Setting, grade levels meet weekly to discuss student data.

During Online Learning, teachers and staff meet in Professional Learning Communities to discuss student progress, analyze student data from common formative and summative assessments, and set forth the next steps for Tier 1 and Tier 2 Response to Intervention.

<b>*Goal 2 - English Language Arts</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	49%	59%	CAASPP ELA	Annually
June 2021	4	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	52%	62%	CAASPP ELA	Annually
June 2021	5	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	46%	56%	CAASPP ELA	Annually
June 2021	3-5	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	54%	64%	CAASPP ELA	Annually

**\*Identified Need**

The school's overall data for the 2017 school year indicates that 38% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 43% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 5% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with socioeconomically disadvantaged students. Over 78.4% of Franklin Elementary's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards, teachers will participate in monthly PLCs to plan small group and whole class ELA instruction, create and utilize common assessment to monitor student progress.

During Online Learning, teachers and staff meet in Professional Learning Communities to discuss student progress, analyze student data from common formative and summative assessments, and set forth the next steps for Tier 1 and Tier 2 Response to Intervention.

**\*Online Learning Implications**

Structures and digital tools to support student collaboration

Flexibility for teachers to provide both whole group, small group, and individual instruction

Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

Professional development for educators

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	11%	21%	CAASPP ELA	Annually
June 2021	3	Hispanic or Latino	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	34%	44%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	33%	43%	CAASPP ELA	Annually
June 2021	4	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	17%	27%	CAASPP ELA	Annually
June 2021	4	Hispanic or Latino	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	45%	55%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	25%	35%	CAASPP ELA	Annually
June 2021	5	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	25%	35%	CAASPP ELA	Annually
June 2021	5	Hispanic or Latino	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	38%	48%	CAASPP ELA	Annually



## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	0%	10%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Students will decrease in percentage of students in not meeting or exceeding grade level standards in English-Language Arts on the SBAC.	30.4%	20%	CAASPP ELA	Annually

### Enrichment Resources

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities and students who are Socioeconomically Disadvantaged.

#### \*Strategy/Activity - Description

All students receive instruction integrating English Language Arts from participating in the following classroom experiences integrating reading, writing, and listening skills provided by our Friends of Franklin Foundation and partnership with Price Charities:

- STEAM Lessons in our Tinker Lab (or Virtual Tinker Lab via Online Learning due to School Closures) TK-5 provided by our Friends of Franklin Foundation.
- Friends of Franklin funded art lessons upon returning to the Live (Brick and Mortar) school setting.
- TK-3 Arts integration funded by our partnership with Price Charities
  - Kindergarten: Capoiera
  - First Grade: Dance (In Partnership with the San Diego Ballet)
  - Second and Third Grades: Music / Violin Instruction (In Partnership with City Heights Music)

Students in Grades 4 and 5 participate in our District Instrumental Music Program Weekly where students learn Band and Orchestra Instruments for the entire school year in both in-person learning and online learning via Zoom and Google Classroom.

## Instructional Supports

### \*Students to be served by this Strategy/Activity

All students at Franklin will benefit from this strategy/activity in the area of **ELA**, particularly the following subgroups: English Learners, Hispanic/Latino, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

### \*Strategy/Activity - Description

To address this need, Franklin Elementary will continue to implement the Benchmark Advanced Literacy Curriculum. In addition, we will continue the new NGSS aligned science curriculum that supports Common Core Literacy and Math as well as Language Acquisition. We will continue to use the STEAM units that have been designed that integrate ELA, Math, and Language Development (Q-TEL Strategies). Also, Franklin teachers will continue to implement an inquiry-based pedagogy for instruction using the Design Cycle (Ask, Imagine, Plan, Create, Revise Communicate) and the 5E (Engage, Explore, Explain, Extend, Evaluate) lesson design that engages the student in learning and reinforces listening, speaking, reading and writing skills. Partial funding for the library tech will allow students access to reading materials of their choice. Literacy support teachers will work with underperforming students in a literacy intervention push-in program targeting students who are in of foundational skills. The general education teacher will pull the same group for an additional intervention group. The strategic schedules will support all students, as they will not miss Tier 1 instruction as they receive intervention support. ELD will be taught every day for a minimum of 35 minutes. Teachers will attend conferences to enhance their professional learning to close the achievement gap. Software licenses will provide additional differentiated interventions to support closing the achievement gap.

Additionally, access to a comprehensive broad and challenging curriculum for all students. A library assistant will support students in selecting and utilizing grade level appropriate text in reading.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01131X	Early Literacy Supp Tchr, Res	0.20000	\$10,124.60	\$12,438.48	0113-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Early Literacy Support Teacher to work with small groups of students not meeting and approaching grade level standards, English Language Learners and reluctant readers and writers to provide tiered Response to Intervention supports.
F01131Y	Library Asst	0.10000	\$2,890.80	\$6,636.99	0113-30100-00-2231-2420-1110-01000-0000	Title I Basic Program			Funds to provide access to English Language Arts Curriculum
N01137V	Classroom Teacher Hrly		\$260.00	\$317.95	0113-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Funds to support work in Professional Learning Communities: ILT/PLC, PD, Monitoring Meetings, Lesson Studies, Staff Meetings and/or Coaching Conversations regarding student success in the area of English Language Arts

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N01139Y	Supplies		\$1,300.00	\$1,300.00	0113-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Supplies for curriculum to support the implementation and integration of STEAM: Science, Technology, Engineering, Art and Mathematics into English Language Arts Instruction.
N0113AL	Non Clsrn Tchrr Hrrly		\$1,938.00	\$2,369.98	0113-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Non Classroom Hourly used to fund additional Professional Learning Community Opportunities for staff to analyze student work, create common assessments, plan/implement data driven educational opportunities to create GVC in each grade level, participate in professional development to address the needs of students.
N0113AM	Prof&Curriclm Dev Vist Tchrr		\$7,500.00	\$9,171.75	0113-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Prof & Curriculum Dev Visiting Teacher funds used for Professional Learning Community Opportunities for staff by grade level to analyze student work, create common assessments, plan/implement data driven educational opportunities to create GVC in each grade level, participate in professional development to address the needs of students.
N0113AW	Supplies		\$4,200.00	\$4,200.00	0113-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Supplies for curriculum to support the implementation and integration of STEAM: Science, Technology, Engineering, Art and Mathematics into English Language Arts Instruction.
N0113AX	Supplies		\$5,000.00	\$5,000.00	0113-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies for curriculum to support the implementation and integration of STEAM: Science, Technology, Engineering, Art and Mathematics into English Language Arts Instruction. High Quality STEAM integrated ELA Experiences to unduplicated students, English Learners, Low Socioeconomic, and Foster Youth, opportunities to access curriculum.
N0113B0	Classroom PARAS Hrrly		\$200.00	\$265.58	0113-30100-00-2151-1000-1110-01000-0000	Title I Basic Program			Para Hourly Paraprofessional participation in Professional Learning Communities related to English Language Arts (outside of the workday) Hourly funds to provide student access to English Language Arts curriculum.
N0113B3	Prof&Curriclm Dev Vist Tchrr		\$3,300.00	\$4,035.57	0113-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Funds to support work in Professional Learning Communities: ILT/PLC, PD, Monitoring Meetings, Lesson Studies, Staff Meetings and/or Coaching Conversations regarding student success in the area of English Language Arts.

**\*Additional Supports for this Strategy/Activity**

In order to close the achievement gap, Franklin students not meeting or exceeding ELA, Math or ELD goals will receive additional support through the use of a 0.4 FTE teacher funded through Title I dedicated to literacy intervention. In addition, we will continue our after school intervention program in literacy in every grade level, funded by Price Philanthropies. Classroom teachers will also employ tier two strategies such as additional small group instruction and one to one instruction.

Grade level PLCs will continue to meet on monthly release days and minimum days to assess and refine their ELA and STEAM units of study to meet the needs of their students. They will also be able to analyze student data during this time. We as a staff will refine and refocus our Professional Learning Communities (PLCs). Teachers will utilize protocols for the analysis of student work and instructional implications because of the data analysis. During Online Learning, teachers and staff meet in Professional Learning Communities to discuss student progress, analyze student data from common formative and summative assessments and set forth next steps for Tier 1 and Tier 2 Response to Intervention.

Professional Development for the 2019-2020 academic school year will focus more on supporting our EL and students who receive Special Education services and implementing ELA and Math strategies to move ALL of our students to proficiency.

**Goal 3 - Mathematics****Call to Action Belief Statement**

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2019-20****\*Analysis**

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

Resources were allocated to fund the following:

Professional development to support Tier I Instruction in Mathematics.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies.

**\*Major Differences**

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

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments promptly or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs shortening their time.

More emphasis was placed on ELA and planning units in ELA during Professional Learning Community Meetings schoolwide.

**\*Changes**

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.

Classroom teachers will continue to collaborate with the administration and other support staff (i.e. STEAM Coordinator, Ed. Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist). Collaboration will help accomplish the following: increase academic achievement in the area of mathematics; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to the potential at-risk LTELs.

Visiting teachers will release classroom teachers for monthly PLC meetings and work collaboratively with the Physical Education Prep teacher and other staff to engage students in STEAM learning.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	60%	70%	CAASPP Math	Annually
June 2021	4	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	46%	56%	CAASPP Math	Annually
June 2021	5	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	13%	23%	CAASPP Math	Annually
June 2021	3-5	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	54%	64%	CAASPP Math	Annually

**\*Identified Need**

Based on the data state testing, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with socioeconomically disadvantaged students. Over 78.4% of Franklin Elementary's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards, teachers will participate in monthly PLCs to plan small group and whole class ELA instruction, create and utilize common assessment to monitor student progress.

**\*Online Learning Implications**

Structures and digital tools to support student collaboration

Flexibility for teachers to provide both whole group, small group, and individual instruction

Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

Professional development for educators

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	33%	43%	CAASPP Math	Annually
June 2021	3	Hispanic or Latino	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	55%	65%	CAASPP Math	Annually
June 2021	3	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	22%	32%	CAASPP Math	Annually
June 2021	4	English Learner	Students will increase in percentage of students in meeting or exceeding	22%	32%	CAASPP Math	Annually

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			grade level standards in Math on the SBAC.				
June 2021	4	Hispanic or Latino	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	35%	45%	CAASPP Math	Annually
June 2021	4	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	25%	35%	CAASPP Math	Annually
June 2021	5	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	6%	16%	CAASPP Math	Annually
June 2021	5	Hispanic or Latino	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	8%	18%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	0%	10%	CAASPP Math	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Students will decrease in percentage of students in not meeting or exceeding grade level standards in Math on the SBAC.	46.4%	36%	CAASPP Math	Annually



**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

All students at Franklin will benefit from this strategy/activity in the area of **Math**, particularly the following subgroups: English Learners, Hispanic/Latino, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

**\*Strategy/Activity - Description**

To address this need, Franklin Elementary will continue to implement the district math units while incorporating strategies to promote collaborative conversations and accountable talk to justify thinking. We will continue to use the STEAM units that have been designed that integrate ELA, Math, and Language Development (Q-TEL Strategies). Teachers participate in monthly Professional Learning Communities to look at student data and instructional best practices to move students into the sphere of success. In addition, Franklin teachers will continue to implement an inquiry-based pedagogy for instruction in math and using the district math lesson maps that includes: launch, explore, summarize, practice, reflect and apply with number talks outside of the math lesson. Classroom teachers, in partnership with our Special Education Team (Education Specialists, Para educators, and Related Services/Integrated Teams) will collaborate to discuss student data, work samples, plan implement and execute high-quality instruction in the area of mathematics. In addition, staff will participate in professional development opportunities to increase student engagement in the area of mathematics and in other District professional development opportunities based on research-based instructional strategies to meet the academic needs of all students, including students who have been historically underperforming in the area of mathematics.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01131G	Non Clsrm Tchr Hrly		\$500.00	\$611.45	0113-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funds to support work in Professional Learning Communities: ILT/PLC, PD, Monitoring Meetings, Lesson Studies, Staff Meetings and/or Coaching Conversations regarding unduplicated students success in the area of Mathematics.
N011321	Prof&Curriclm Dev Vist Tchr		\$2,500.00	\$3,057.25	0113-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funds to support work in Professional Learning Communities: ILT/PLC, PD, Monitoring Meetings, Lesson Studies, Staff Meetings and/or Coaching Conversations regarding student success of unduplicated students in the area of Mathematics.
N01134I	Prof&Curriclm Dev Vist Tchr		\$3,531.00	\$4,318.06	0113-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Math Professional Development Funds for classroom teachers and education specialists.
N0113AG	Classroom Teacher Hrly		\$1,000.00	\$1,222.90	0113-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		This is a modification to the original budget plan due to the transition to online learning. Transfer forms have been submitted. Funds to support classroom teachers and special education teams in the Professional Learning Community in the area of Mathematics.

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0113AO	Prof&Curriclm Dev Vist Tchr		\$6,360.00	\$7,777.64	0113-09800- 00-1192-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Grade Level Teams, Special Education and Instructional Leadership Team time to plan and implement GVC, create common assessments and fund visiting teacher to provide coverage to participate in professional development in the area of Mathematics and closing the achievement gap for our historically underperforming populations including Low Income, English Learners and Foster Youth.
N0113AQ	Classroom PARAS Hrly		\$1,000.00	\$1,327.90	0113-30100- 00-2151-1000- 1110-01000- 0000	Title I Basic Program			This is a modification to the original budget plan due to the transition to online learning. Transfer forms have been submitted. Funds to support classroom teachers and special education teams in the Professional Learning Community in the area of Mathematics. Paraprofessional participation in professional development in the area of math curriculum and instruction with an emphasis on increasing student engagement.
N0113AR	Conference Local		\$1,000.00	\$1,000.00	0113-30100- 00-5209-1000- 1110-01000- 0000	Title I Basic Program			Conference Local funds to support Mathematics Professional Development.
N0113AS	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,114.50	0113-30106- 00-1192-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmnt			Prof&Curriculum Dev Visiting Teacher to Support Professional Learning Communities for Grade Level Teams, Special Education and Instructional Leadership Team to plan and implement GVC, create common assessments and fund visiting teacher to provide coverage to participate in professional development in the area of Mathematics and closing the achievement gap for our historically underperforming populations.
N0113AY	Supplies		\$4,200.00	\$4,200.00	0113-09800- 00-4301-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to fund classroom materials that integrate STEAM to for students to access instruction in the area of mathematics.
N0113AZ	Supplies		\$5,000.00	\$5,000.00	0113-30100- 00-4301-1000- 1110-01000- 0000	Title I Basic Program			Supplies to fund classroom materials that integrate STEAM to for students to access instruction in the area of mathematics.

**\*Additional Supports for this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Mathematics, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and Socioeconomically Disadvantaged students.

All students receive instruction integrating Mathematics from participating in the following classroom experiences integrating real-life math connections and STEAM learning provided by our Friends of Franklin Foundation and partnership with Price Charities:

- STEAM Lessons in our Tinker Lab (or Virtual Tinker Lab via Online Learning due to School Closures) TK-5 provided by our Friends of Franklin Foundation.
- Friends of Franklin funded art lessons upon returning to the Live (Brick and Mortar) school setting.
- TK-3 Arts integration funded by our partnership with Price Charities
  - Kindergarten: Capoeira
  - First Grade: Dance (In Partnership with the San Diego Ballet
  - Second and Third Grades: Music / Violin Instruction (In Partnership with City Heights Music)

Students in Grades 4 and 5 participate in our District Instrumental Music Program Weekly where students learn Band and Orchestra Instruments for the entire school year in both in-person learning and online learning via Zoom and Google Classroom.

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

The ELST to support classroom teachers with their Tier I instruction and support struggling students with Tier II interventions.

Provide support for English Learners in acquiring English and accessing grade-level content.

Collaborate with teachers to assess the effectiveness of the teacher in providing more individualized instruction for students in ELA and other content areas.

#### \*Major Differences

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

ELST supported classroom teachers with Tier I instruction but did not support all struggling students with Tier II interventions.

**\*Changes**

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.

Classroom teachers will continue to collaborate with the administration and other support staff (STEAM Coordinator, Ed. Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist) to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to the potential at-risk LTELs.

Visiting teachers will release classroom teachers for monthly PLC meetings and work collaboratively with Art Prep teacher and other staff to engage students in STEAM learning.

**\*Integrated English Language Development**

English Learners are integrated into the core classes with Support will be provided within the classrooms to address language targets (i.e. clarity of purpose) and structures with appropriate scaffolding and differentiated support. The PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English Language Development. Within the SPSA a specific walkthrough protocol is being developed by OLA (Stanford Mathematical Language Routines) and the administration with regards to the LTELs. The walkthrough plan is to observe the integrated ELD support in the classroom.

**\*Designated English Language Development**

In addition to the English Language Arts instruction in the classroom, English Learners are placed in language support groups. Teachers facilitate lessons in small groups by language proficiency 35 minutes per day targeting specific areas of growth. English Language Support Teacher supports students in small groups and 1:1 instruction.

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 4 - English Learners</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	16%	26%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	28%	38%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase a minimum of one performance level	Non Baseline due to the changes in the scale ranges from 17-18	90%	Summative ELPAC	Annually
<b>*Identified Need</b>							
Students who are English Language Learners are not having the same gains as students who speak English as their primary language.							
<b>*Online Learning Implications</b>							
<p>Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.</p> <p>Online professional development modules with iELD (integrated English Language)</p>							

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	11%	21%	CAASPP ELA	Annually
June 2021	4	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	17%	27%	CAASPP ELA	Annually
June 2021	5	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	25%	35%	CAASPP ELA	Annually
June 2021	3	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	33%	43%	CAASPP Math	Annually
June 2021	4	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	22%	32%	CAASPP Math	Annually
June 2021	5	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	6%	16%	CAASPP Math	Annually
June 2021	2-5	English Learner	Increase the percentage of English Learners eligible for reclassification.	0%	20%	Summative ELPAC	Annually

<b>Instructional Support</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at Franklin will benefit from this strategy/activity in the area of English Language Arts and Mathematics, particularly the following subgroups: English Learners, Hispanic/Latino, students with disabilities, and students who are considered Socioeconomically Disadvantaged.									
<b>*Strategy/Activity - Description</b>									
To address this need, Franklin Elementary will continue to implement the supplemental Benchmark Advanced Literacy Curriculum. Also, we will continue the new NGSS aligned science curriculum that supports Common Core Literacy and Math as well as Language Acquisition. We will continue to use the STEAM units that have been designed that integrate ELA, Math, and Language Development (Q-TEL Strategies). In addition, Franklin teachers will continue to implement an inquiry-based pedagogy for instruction using the Design Cycle (Ask, Imagine, Plan, Create, Revise Communicate) and the 5E (Engage, Explore, Explain, Extend, Evaluate) lesson design that engages the student in learning and reinforces listening, speaking, reading and writing skills. Partial funding for the library tech will allow students access to reading materials of their choice.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F01131Q	Early Literacy Supp Tchr, Res	0.20000	\$10,124.60	\$12,438.48	0113-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Early Literacy Support Teacher to work with small groups of students not meeting and approaching grade level standards, English Language Learners and reluctant readers and writers to provide tiered Response to Intervention supports.
F01131U	Library Asst	0.10000	\$2,890.80	\$6,636.99	0113-30100-00-2231-2420-1110-01000-0000	Title I Basic Program			Librarian Assistant to provide English Learners access to school materials in an online setting including but not limited to student device check out, materials distribution, online materials access and other student services to promote access to Core Instruction/Curriculum.
N011354	Supplies		\$800.00	\$800.00	0113-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to fund classroom materials that integrate STEAM to for students to access instruction in the area of mathematics and English Language Arts.
N0113AD	Classroom PARAS Hrly		\$1,572.00	\$2,087.46	0113-30100-00-2151-1000-1110-01000-0000	Title I Basic Program			Paraprofessional Hourly to support instructional needs to English Learners including but not limited to Small Group Instruction, administration of ELPAC, etc.



**\*Additional Supports for this Strategy/Activity**

All students including students who are English Language Learners (our largest group population at Franklin) receive instruction provided from the following classroom experiences integrating language skills provided by our Friends of Franklin Foundation and partnership with Price Charities:

- STEAM Lessons in our Tinker Lab (or Virtual Tinker Lab via Online Learning due to School Closures) TK-5 provided by our Friends of Franklin Foundation.

- Friends of Franklin funded art lessons upon returning to the Live (Brick and Mortar) school setting.

- TK-3 Arts integration funded by our partnership with Price Charities

- Kindergarten: Capoeira

- First Grade: Dance (In Partnership with the San Diego Ballet

- Second and Third Grades: Music / Violin Instruction (In Partnership with City Heights Music)

Students in Grades 4 and 5 participate in our District Instrumental Music Program Weekly where students learn Band and Orchestra Instruments for the entire school year in both in-person learning and online learning via Zoom and Google Classroom.

## **Goal 5 - Supporting Students with Disabilities**

### **Call to Action Belief Statement**

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.

Access: Students with disabilities are general education students first and should have access to a meaningful course of study.

Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### **District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### **Annual Review of This Goal: SPSA Reviewed 2019-20**

#### **\*Analysis**

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

Resources were allocated to fund the following:

In-School Resource Teacher (RT) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2

Interventions. The collaboration includes support in academics, social/emotional, assessments, direct instruction to the potential at-risk students with disabilities, and students who are dually identified (SWD and ELL, for example). RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

Guidance Assistant to support students who need additional tiered supports for positive behavior intervention, checking-in with students and families, address social-emotional learning components in all learning settings at school, provide peer support to all students including students with disabilities.

Guidance Assistant to follow up with students on days where School Counselor is not on campus.

Library Technician to provide support classroom teachers by providing students with additional access to the curriculum. Library Technician supported classroom teacher instruction by providing weekly lessons and learning experiences in the Library/STEAM Lab for all students including students with disabilities.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies.

**\*Major Differences**

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

In-School Resource Teacher (RT) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions.

RT primarily supported upper-grade students, students in grades 3, 4, and 5 in six-week intervention cycles

In-School Resource teacher taught a curriculum that integrated content area and ELD supports for English Learners, as we are a STEAM, Science Technology Engineering Art and Mathematics Magnet School.

RT supported and collaborated with teachers to affect their teacher effectiveness by providing more differentiated instruction and supports for students. RT also supported classroom teachers' work in Professional Learning Communities around discussing focus students and their academic growth.

Guidance Assistant to support students being respectful, responsible, and safe on the playground and in class. Guidance Assistant to assist students who need additional tiered supports for positive behavior intervention, checking-in with students and families, address social-emotional learning components in all learning settings at school, provide peer support to all students including students with disabilities. Guidance Assistant to follow up with students on days where School Counselor is not on campus.

Library Technician to provide support classroom teachers by providing students with additional access to the curriculum. Library Technician supported classroom teacher instruction by providing weekly lessons and learning experiences in the Library/STEAM Lab for all students including students with disabilities.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data and improve instructional strategies.

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments promptly or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs. All teachers did not have the opportunity to participate in lesson studies.

**\*Changes**

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.

Changes made to the plan for 2020-21

Assign an additional staff member to complete the ELPAC, English Language Proficiency Assessments for California, a state-mandated assessment, so that the RT will have more time to provide timely intervention for our target students and support our students with disabilities.

Opportunities for the RT to collaborate with the Special Education Team: Education Specialists, Case Manager, Related Service Providers as well as para educator staff who support students in all learning settings.

Collaboration with Instructional Leadership Team to create the schedules for our

RT to support in break out rooms and host Zoom meetings to support students virtually during Online Learning

Guidance Assistant to RT, Guidance Assistant to support students and regularly meet with classroom teachers to monitor the progress of all students including our students with disabilities.

Over the summer, work with the district to staff unfilled positions as soon as possible so that interventions can take place within the first trimester of school. The Guidance Assistant and RT positions are currently temporary positions and someone new is hired each year.

Librarian Technician serves as the main contact for providing students with digital access ensuring all students have a device for Online Learning and coordinates Materials Distribution Days with the Administrative Office and Custodial Teams.

Librarian Technicians play a key role in supporting our classroom teaching staff, as well as students with on-campus materials, support from providing technical support on-site for hardware to providing read aloud, trade books, professional reading, and other instructional materials in our school library and STEAM Lab.

### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	36%	46%	Other (Describe in Objective)	Annually
June 2021	3-5	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	27%	37%	Other (Describe in Objective)	Annually

### \*Identified Need

Students who receive special education services are not having the same gains as students who do not receive Special Education services.

### \*Online Learning Implications

Implementation of IEP Services in Online Learning Setting

Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).

All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes

The integrated team will consist of general education teachers, educational specialists, related services providers, and para educators.

All staff will be working as a team to support all students to accelerate their learning.

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Subgroup</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC as measured by CAASPP.	33%	43%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC as measured by CAASPP.	25%	35%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC as measured by CAASPP.	0%	10%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC as measured by CAASP.	22%	32%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC as measured by CAASP.	25%	35%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC as measured by CAASP.	0%	10%	Other (Describe in Objective)	Annually

<b>Instructional Support</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at Franklin will benefit from this strategy/activity in the areas of <b>ELA and Mathematics</b> , particularly the following subgroups: English Learners, Hispanic/Latino, students with disabilities, and students who are considered Socioeconomically Disadvantaged.									
<b>*Strategy/Activity - Description</b>									
To address this need, Franklin Elementary will continue to implement the Benchmark Advanced Literacy Curriculum. Also, we will continue the new NGSS aligned science curriculum that supports Common Core Literacy and Math as well as Language Acquisition. We will continue to use the STEAM units that have been designed that integrate ELA, Math, and Language Development (Q-TEL Strategies). Also, Franklin teachers will continue to implement an inquiry-based pedagogy for instruction using the Design Cycle (Ask, Imagine, Plan, Create, Revise Communicate) and the 5E (Engage, Explore, Explain, Extend, Evaluate) lesson design that engages the student in learning and reinforces listening, speaking, reading and writing skills. Partial funding for the library tech will allow students access to reading materials of their choice.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N0113AE	Sp Ed Instr Behavior Tech Hrly		\$600.00	\$796.74	0113-30100-00-2162-1110-5750-01000-4216	Title I Basic Program	[no data]		Hourly funds to support student access to curriculum.
N0113AH	Conference Local		\$1,023.00	\$1,023.00	0113-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		Funds for Professional Development specific to Students with Disabilities, Case Management, Student Engagement and High Quality, Rigorous Instruction for Students with Disabilities.
N0113B1	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,114.50	0113-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support Professional Learning Communities for Grade Level Teams, Special Education and Instructional Leadership Team to plan and implement GVC, scheduling, creation common assessments. Visiting teacher to provide coverage to participate in professional development in the area of student engagement, English Language Arts, Mathematics and closing the achievement gap for our students with disabilities and dually identified students.

**\*Additional Supports for this Strategy/Activity**

Grade level PLCs will continue to meet on monthly release days and minimum days to assess and refine their ELA and STEAM units of study to meet the needs of their students. They will also be able to analyze student data during this time. We as a staff will refine and refocus our Professional Learning Communities (PLCs). Teachers will utilize protocols for the analysis of student work and instructional implications as a result of the data analysis.

Professional Development for the 2020-2021 academic school year will focus more on supporting our EL and students who receive Special Education services and implementing ELA and Math strategies to move ALL of our students to proficiency.

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and Socioeconomically Disadvantaged students.

All students, including our Students with Disabilities, benefit from participating in the following classroom experiences that are inclusive of students with unique learning needs and styles provided by our Friends of Franklin Foundation and partnership with Price Charities:

- STEAM Lessons in our Tinker Lab (or Virtual Tinker Lab via Online Learning due to School Closures) TK-5 provided by our Friends of Franklin Foundation.

- Friends of Franklin funded art lessons upon returning to the Live (Brick and Mortar) school setting.

- TK-3 Arts integration funded by our partnership with Price Charities

  - Kindergarten: Capoeira

  - First Grade: Dance (In Partnership with the San Diego Ballet

  - Second and Third Grades: Music / Violin Instruction (In Partnership with City Heights Music)

Students in Grades 4 and 5 participate in our District Instrumental Music Program Weekly where students learn Band and Orchestra Instruments for the entire school year in both in-person learning and online learning via Zoom and Google Classroom.

Equity and Inclusion are at the center of all instructional programs and student experiences at Franklin Elementary STEAM Magnet School.

## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades 3-5	African-American / Black	Meet or Exceed Grade Level Standards in the Area of English Language Arts	30%	50%	Grades	Yearly

### \*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Franklin selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, [school name] will develop and implement a site-specific system for tracking classroom referrals.
3. Franklin will create a process for ensuring a student is assigned a Student Champion (Guidance Assistant, Classroom Teacher, Para Educator) to help them through any suspension or expulsion process.
4. Franklin will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal, addressing the representation of staff on various school committees and decision making stakeholder groups who provide input to out school's instructional program.
5. In the 2020-21 school year, Franklin will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal Franklin is to maintain or increase the percentage of diverse educators from current year to the following year.
7. Also, our commitment at Franklin Elementary STEAM Magnet School to support our vision of developing antiracist and restorative school communities are the following:



<b>*Identified Need</b>									
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.									
Schoolwide State Testing Data shows that less than 50% of students meet or exceed grade-level standards in the area of English Language Arts. Our students who are African American are at 30% at or above grade level in the area of English Language Arts.									
<b>*Online Learning Implications</b>									
Ongoing common assessments by grade level. Integrated Teams consisting of certificated classified, and office staff on campus to monitor the participation of Black Youth in a classroom setting; monitor ongoing communication with families. The classroom teachers to target the specific needs of students including Black Youth provide regular small group instruction. Culturally Responsive Teaching Practices with an emphasis on addressing the specific cultural needs of Black Youth.									
<b>Equity Team</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students, grades TK-5, will be serviced by this strategy/activity, especially our African-American/Black Youth population, as well as our Latinx, Asian, Two or More Races, English Learner, Foster Youth, and Low-Socioeconomic subgroup populations.									
<b>*Strategy/Activity - Description</b>									
Site Equity Team that meets quarterly throughout the school year to monitor attendance, school communication with families, and grades with a focus on Black Youth.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01131V	Guidance Asst	0.10000	\$3,251.60	\$4,333.41	0113-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt			Guidance Assistant to Support Students four days per week MTWTh providing Social Emotional Learning Support, Small Groups, Student Services to Support Peer Relations, Study Skills, Attendance, Access to Curriculum, Core Instruction, Increased Participation in Classroom and School-wide Events, Participation in Equity Team, Support Black Youth
N01131C	Clerical OTBS Hrly		\$1,000.00	\$1,327.90	0113-30100-00-2451-2700-0000-01000-0000	Title I Basic Program			Funds for administrative OTBS teams to support Black Youth, parent communication and outreach for Equity Teams.
N0113AF	Prof&Curriclm Dev Vist Tchr		\$1,000.00	\$1,222.90	0113-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			Professional Development Opportunities to address the areas of Equity, Inclusion, specific to Black Youth.

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

For parents to be involved, parents often request childcare support and translation. This allows our parents to have access to information and receive training so they can directly support their children at home and school.

#### \*Major Differences

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

Childcare was provided for parent training and meetings. However, the number of parents who attended training/meetings and utilized this support was minimal.

Translation services were provided for parent training and meetings when available. However, translation services provided for families were not always available to families at school-wide events. Translation methods (ex. one person translating for the speaker), created barriers for the effective dissemination of information. For example, it would take a longer time for information to be conveyed as the speaker would present simple phrases in English and then an interpreter would translate in one language and another translator would then translate in another language impacting the presentation delivery.

#### \*Changes

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.

Continue to provide translation and childcare for parent training/meetings. In addition, the subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend training and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 7- Family Engagement</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2021	Other (Describe in Objective)	Increase parent participation in all parent groups	129	150	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups	68.5%	78.5%	CAL - SCHLS (CSPS)
<b>*Identified Need</b>					
<p>Based on the California Dashboard, there are inequities in the areas of chronic absenteeism and suspension rates. The school community has done work to encourage student attendance has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social-emotional needs. There will be consistent communication with families to ensure that students are in school. Also, the goal is to increase parent engagement and strengthen the school-home relationships with families. There will be mental health services on-site (ex. Cornerstone Program) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. Also, the clinician will work directly with staff and families to provide professional development and parent training that include strategies on how to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement Principal Advisory Council and Positive Behavioral Interventions and Supports Committees and in our parent organizations school-wide to cultivate a positive school culture.</p>					
<b>*Online Learning Implications</b>					
<p>Partnering With Parents in the Education of Their Children: We at Franklin Elementary STEAM Magnet School believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities. The following are Online Learning Implications:</p> <ul style="list-style-type: none"> <li>- Monthly School-Wide Character Assemblies (Franklin Flyer Rallies)</li> <li>- Monthly Principal's Chats / Office Hours / Family Thursday Opportunities for Families to Connect Provide Input and Learn More About the Instructional Program</li> <li>- Weekly Franklin Family Updates</li> <li>- Whole School Weekly Communication via email, all call, text message (via Remind) in three languages: English, Spanish and Vietnamese</li> <li>- Direct Translation Support on Site (via email and telephone) for families who speak Spanish and Vietnamese</li> <li>- Remote Office Phone Number and Email</li> <li>- Virtual Counseling Office to receive direct communication (phone and email) and services from Guidance Assistant and District Counselor for</li> </ul>					

## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

students, families, and staff.

- Virtual Health Office to receive direct communication (phone and email) and services from Health Technician and School Registered Nurse for students, families, and staff.
- Schoolwide access to Remote Front Office to receive direct communication (phone and email) and services from Elementary School Clerk to support Student Services, Elementary School Assistant, Librarian Technician, and Attendance Clerk to support families and staff.
- Daily teacher office hours to support Online Learning needs.

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by the CSPA	73%	83%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by the CSPA	73%	83%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by the CSPA	57%	67%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at the school from all parent groups as measured by the CSPA	71%	81%	Other - Describe in Objective

<b>Parent Supports</b>									
<b>*Families to be served by this Strategy/Activity</b>									
All families and students at the school will benefit from this strategy/activity.									
<b>*Strategy/Activity - Description</b>									
Provide childcare for parent training/meetings. Subcommittees of PBIS (Positive Behavior Interventions & Supports) and PAC (Principal Advisory Council) will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend training and meetings.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01131W	Guidance Asst	0.10000	\$3,251.60	\$4,333.41	0113-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt			Attendance Assistant to support student attendance, ongoing communication and support to students and families related to Family Engagement.
N01132Z	Interprogram Svcs/Duplicating		\$280.00	\$280.00	0113-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement			Funds for administrative office team to support Parent Partnership, Family Engagement, and Home-School Connection.
N01133Y	Supplies		\$1,000.00	\$1,000.00	0113-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Supplies for Family Engagement - Family Handouts, Resources, Meeting Materials
N01135G	Tech Professional OTBS Hrly		\$800.00	\$1,062.32	0113-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement			Funds for administrative office team to support Parent Partnership, Family Engagement, and Home-School Connection.
N0113AI	Other Support Prsnl PARAS Hrly		\$300.00	\$398.37	0113-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement			Funds for schoolwide communication to increase family/parent involvement and engagement, photocopies, paper, for announcements.
N0113B2	Non Clsrm Tchrr Hrly		\$500.00	\$611.45	0113-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funds for Certificated Staff to plan, participate, and implement family engagement opportunities and special events outside of the regular workday with a focus on our unduplicated students.
<b>*Additional Supports for this Strategy/Activity</b>									
Teachers, Staff, and Parent Organizations on campus (Friends of Franklin Elementary School Foundation and Parent-Teacher Association) work in collaboration to ensure that families of all subgroups, cultures, and backgrounds participate and are represented on committees, subcommittees and have opportunities for leadership utilizing multiple social media platforms, personal contact (via email, phone, invitation). Special thought and consideration are made to welcome underrepresented family dynamics and underrepresented cultures in our school community.									

**Goal 8- Graduation/Promotion Rate****Call to Action Belief Statement**

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2019-20****\*Analysis**

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

Resources were allocated to fund the following:

English Language Support Teacher (ELST), to support classroom teachers with tier 1 instruction and work with teachers. Planned to support struggling students with tier 2 interventions, provide support for English Learners in acquiring English and accessing grade-level content, collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas, and support professional development.

The collaboration includes support in academics, social/emotional, assessments, direct instruction to the potential at-risk LTELs. English Language Support Teacher (ELST) to help facilitate professional development in all grade levels and work directly with parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, participate in lesson studies, analyze student work/data, and improve instructional strategies.

**\*Major Differences**

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

English Language Support Teacher (ELST) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions in all grade levels. The ELST focused on students who were identified as English Learners in grades, TK-2. ELST supported and collaborated with teachers to affect teacher effectiveness in meeting the academic and social/emotional needs of all students.

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not pick up assignments promptly or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in PLCs. Not all teachers had the opportunity to participate in lesson studies, analysis of student work, and discussion of instructional implications around our work.

**\*Changes**

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.

English Language Support Teacher (ELST) will assist classroom teachers in planning and implementing differentiated instruction and supports for students who are English Language Learners who need additional supports.

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3	Increase the percentage of students reading at or above grade level as measured by DRA	49%	59%	Grade 5 ELA Reading	Annually
June 2020	5	Increase the percentage of students reading at or above grade level as measured by DRA	46%	56%	Grade 5 ELA Reading	Annually

**\*Identified Need**

All students at the school will benefit from this strategy/activity in the area of Math and English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

**\*Online Learning Implications**

Flexibility for teachers to provide both whole group, small group, and individual instruction  
 Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery  
 Professional development for educators  
 English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction Standards-Based Grading



## Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2	11%	21%	Grade 3 ELA Reading	Trimester
June 2021	3	Hispanic or Latino	Increase the percentage of students reading at or above grade level as measured by the DRA2	34%	44%	Grade 3 ELA Reading	Trimester
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2	33%	43%	Grade 3 ELA Reading	Trimester
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the ARI.	25%	35%	Grade 5 ELA Reading	Trimester
June 2021	5	Hispanic or Latino	Increase the percentage of students reading at or above grade level as measured by the ARI.	38%	48%	Grade 5 ELA Reading	Trimester
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the ARI.	0%	10%	Grade 5 ELA Reading	Trimester



**Instructional Support****\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math and English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

**\*Strategy/Activity - Description**

To address this need, Franklin Elementary will continue to provide a high quality educational experience for all students so that they will be successful in middle school, high school, college, and career and beyond. We will continue to implement the Benchmark Advanced Literacy Curriculum. In addition, we will continue the new NGSS aligned science curriculum that supports Common Core Literacy and Math as well as Language Acquisition. We will continue to use the STEAM units that have been designed that integrate ELA, Math and Language Development (Q-TEL Strategies). In addition, Franklin teachers will continue to implement an inquiry based pedagogy for instruction using the Design Cycle (Ask, Imagine, Plan, Create, Revise Communicate) and the 5E (Engage, Explore, Explain, Extend, Evaluate) lesson design that engages the student in learning and reinforces listening, speaking, reading and writing skills. Partial funding for the library tech will allow student access to reading materials of their choice.

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

The Library Assistant will provide access to a broad and challenging curriculum for all students TK-5. Students will have opportunities to access grade level text to enhance the coursework and learning in their classrooms.

## **STEAM**

### **Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

The vision of Franklin Elementary is that all students will grow to become critical thinkers, problem solvers, and confident global citizens who have a positive impact on our world. Franklin is the home of Innovators, Scholars, and Leaders!

Our school has a diverse population (about half of our students choice in), supportive parents, a talented staff, and motivated students all working together to reach common goals. Franklin prides itself on its challenging curriculum, through which teachers nurture each individual student's strengths, skills, and talents focusing on hands-on, minds-on learning through inquiry and project-based integrated STEAM (science, technology, engineering, arts, and mathematics) units of study. Our faculty is committed to meeting the needs of all students in a rapidly changing world, and helping them learn how to soar to success! Students are supported academically, socially, and emotionally both in and out of the classroom. Students are challenged to lead, to serve, to make decisions, and to accept responsibilities for their actions. We call this the Franklin Way!

Our mission:

- Provide a safe, caring, and academically challenging environment
- Prepare respectful, responsible, and productive students who strive for excellence in a global society
- Develop a community-based approach, in concert with parents and community members that fosters growth of the whole child

We actively celebrate academic and social achievement. Our staff works cooperatively to build high expectations and a sense of connection with all stakeholders. We are most proud of how we celebrate and respect all cultures and people.

### **STEAM Belief Statement**

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards while focused on ensuring that every student has access to a high quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Our school's instructional hours are from 7:50 am until 2:10 pm daily, except Wednesday, which is our minimum day with students departing at 12:15

pm. In the morning, students have Language Arts and Mathematics blocks of learning time with teachers doing activities like small group instruction, guided reading, shared reading, and designated English Language Development. We use Benchmarks Advance curriculum for Language Arts and Envision for Math. The afternoons are devoted to integrated STEAM units of study. We are the first school in SDUSD to implement the Next Generation Science Standards. Core subjects are taught using the design thinking process and Franklin classrooms are alive with students engaged in speaking and listening, reading, writing computing, designing, and experimenting. Our teachers work together in Professional Learning Communities to plan and implement STEAM units in all grades, TK-5, and participate in yearly workshops and professional development to expand their knowledge of STEAM Education.

The Visual and Performing Arts (VAPA) course of study includes standards-based sequential TK-12 pathways in dance, music, theatre, and visual arts, guided by the San Diego Unified Board-approved Strategic Arts Education Plan. The California Education Code requires the arts as part of the course of study in grades 1-12, and the arts are listed among the core subjects of a well-rounded education as defined by the Every Student Succeeds Act (ESSA, 2015). The new California Arts Standards emphasize artistic literacy and mastery of 21st Century Skills – collaboration, critical thinking, creativity, and communication – essential areas for workplace success.

At Franklin Elementary, the "A" for Arts in STEAM is thriving. Our classroom teachers, TK-5th grade teach art as part of the comprehensive school curriculum as well as integrate art in the areas of English Language Arts, Science, Social Studies, and Mathematics. Our teacher collaborates in grade-level professional learning communities to plan art experiences that allow our students to create beautiful masterpieces. We have a partnership with the San Diego Youth Civic Ballet and all our 1st graders participate in ballet once a week and perform at the Prado in the spring. In addition, we receive funds from Price Philanthropies that allow all Kindergartners to participate in chorus, all 2nd graders to participate in Capoeira, all 3rd graders to participate in drums, and all 4th graders to participate in recorders and ukeleles. Price Philanthropies also funds after school vision and drama programs. Our partnership with Price Philanthropies also allowed our 4th and 5th graders to participate in monthly STEAM Art experiences through the Arts for Learning Program, which co-facilitated by our STEAM Resource Coordinator, funded by the generous donation of our Friends of Franklin Foundation. Our 4th and 5th graders participate in the district's instrumental music program once a week with credentialed music instructors.

Our Friends of Franklin Elementary School Foundation funds a STEAM Coordinator that supports the work that the classroom teachers do bring STEAM Education to life, supporting a variety of school-community events such as San Diego STEAM Maker Festival, Science Olympiad, and our STEAM Experience Night to name a few. This allows our students to contribute to STEAM learning in our community.

Teachers participate in monthly Professional Learning Community Meetings where they work together in collaboration to evaluate, revise, refine and plan the implementation of STEAM units utilizing best practices around Design Thinking, Science, Technology, and Engineering. Our school works in partnership with the Office of Innovation and teachers from our staff regularly attend the STEAM training offered by the district.

Teachers utilize created STEAM units developed on-site and by the school district and all teachers on staff have a dedicated time to teaching STEAM education in the afternoon at least one hour per day at least four days per week. Our school participates in a myriad of events in the community to display our work and contribute to the STEAM learning community beyond the walls of our school.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

#### Leadership Actions to Ensure Integration of Priorities and Strategies Outlined in the SPSA

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Franklin Elementary STEAM Magnet School to meet or exceed the SPSA goals.

#### Monitoring Instructional Content, Pedagogy, and Student Engagement

The site administrator will work alongside all members of the Multi-Tiered System of Support (MTSS)/leadership team to ensure that the following are in place at the school:

- Site leadership team to examine the current implementation status of schoolwide practices that have been demonstrated through research to provide a basis for successfully including ALL students who are part of the learning community at Franklin Elementary STEAM Magnet School
- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Classroom observations conducted to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- All staff knows students' learning needs and can recognize if the instruction is affecting learning.

#### Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility for monitoring student learning and providing appropriate support:

- Develop and fine-tune a comprehensive assessment system.
- Implement three- to six-week data cycles to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards-based lessons.

**Targeted Professional Learning and Implementation**

The site administrator along with the MTSS/Instructional Leadership Team will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership.

The site administrator will ensure the following takes place at the school:

- Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- Identify teacher's instructional practices to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- The school's focus, common pedagogy, professional learning, and teacher collaboration are evident in all classrooms. Interpersonal Skills
- Model positive and productive relationships with staff, students, parents, and the community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- Views work through an appreciative lens and focus on what is working at the school.

**Organizational Leadership**

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

**Parents/ Community**

- Cultivate positive relationships with parents and the community.
- Foster collaboration between stakeholder organizations representing various parent groups: Parent Teacher Association and Friends of Franklin Foundation
- Implement systems and structures that engage, teach, support parents/community.
- Have clear and open two-way communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.

**Leading for Second-Order Change**

- Strengthen and fine-tune current instructional practices.
- Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.
- Implement Culturally Responsive Based Instructional Practices honoring the diverse background of all students and families in which our school community serves.
- Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance, and Social-Emotional

learning (safe, supportive, and collaborative school culture).

- Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data. -Reflect on our work as educators and equity for ALL STUDENTS.
- Be comfortable with Being Uncomfortable
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

**Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:**

- Strong knowledge of the standards.
- Deeper understanding of the vertical alignment of critical concepts between grade levels.
- Application of teaching practices that impact student achievement.

**Teaching Outcomes:**

- Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding, building upon learning from the previous year, as evidenced by:
- Daily monitoring of student progress towards a learning goal as well as specific targets.
- Lifting or shifting instruction now based on what students are controlling and approximating.
- Team analysis of student work and next steps every month (PLC).

**Planning Outcomes:**

- Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:
- Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.
- Planning learning goals based on critical concepts and breaking them down into smaller targets (kid-friendly, replicable, measurable) to meet the goal.

**Professional Development Plan and Progression of Learning:**

- Progression of Learning
- Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts. - PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why).
- Monitoring/analyzing and responding lessonly, daily, weekly (common/PLCs).
- Developing systems for monitoring.

**Professional Development Goals**

- Build an Understanding of Vertical Alignment of Standards.
- Set learning goals and targets (standards).
- Use qualitative and quantitative data to make instructional decisions (revisit targets).
- Implement QLI: Quality Learning Interactions and QTP: Quality Teaching Practices

**Professional Development Structures:**

- PLC (monthly per grade level/grade level span (4-5))

**PLC Guiding Questions:**

- What do we want students to learn (target)?
- How will we know they have learned it (common exit slip)?
- What will we do if they don't learn it?
- What will we do if they do learn it?

**PLC Process:**

- Bring current common assessment
- Analyze exit slips (calibrate).
- Reflect on student progress towards target based on data.
- Design the next common exit slip.

**Lesson Study**

Focus:

- Instructional Practices/Balanced Literacy
- Lift and shift - planning for and responding to evidence of understanding at the moment.Process:
- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

**Focused Observations/ Feedback**

## Lift and Shift:

- What is the learning target?
- What are students doing concerning the targets?
- How are students responding?

**Guiding Questions:**

- What opportunity was provided now for students to demonstrate understanding? - What are students saying about meaning? About strategy work?
- What was lifted? (meaning? strategy?)
- What was shifted? (meaning? strategy?)
- How did the teacher lift/shift (teacher response)? (Voice-over, summary, reread with a focus...)

All teachers and educator staff participate in ongoing professional learning opportunities provided by the District, San Diego County Office of Education and School Site.



## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

**APPENDIX A**

**BUDGET SUMMARY**

# Franklin Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 63,599.74

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 142,156.38

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 37,619.72
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 37,619.72

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$40,936.92
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 40,936.92

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$142,156.38

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Franklin Elementary	09800 LCFF Intervention Support		1170	Prof&Curriclm DevHrlyClstrmTchr		\$ -
			1192	Prof&Curriclm Dev Vist Tchr		\$ 21,360.00
			1957	Non Clstrm Tchr Hrly		\$ 3,938.00
			3000			\$ 5,638.92
			4301	Supplies		\$ 10,000.00
			5853	Contracted Svcs Less Than \$25K		\$ -
	<b>09800 LCFF Intervention Support Total</b>					<b>\$ 40,936.92</b>
	30100 Title I Basic Program	Early Literacy Supp Tchr, Res	1109	Pull/Out Push In	0.4000	\$ 20,249.20
		Early Literacy Supp Tchr, Res	3000			\$ 4,627.76
		Library Asst	2231	Other Support Prsnl PARAS	0.3000	\$ 8,672.40
		Library Asst	3000			\$ 11,238.57
			1157	Classroom Teacher Hrly		\$ 1,000.00
			1159	PullOut/Push in Hrly		\$ -
			1192	Prof&Curriclm Dev Vist Tchr		\$ 1,000.00
			2151	Classroom PARAS Hrly		\$ 2,772.00
			2162	Sp Ed Instr Behavior Tech Hrly		\$ 1,200.00
			2451	Clerical OTBS Hrly		\$ 1,000.00
			3000			\$ 2,076.12
			4301	Supplies		\$ 6,000.00
			5209	Conference Local		\$ 2,023.00
	<b>30100 Title I Basic Program Total</b>				<b>0.7000</b>	<b>\$ 61,859.05</b>
	30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		\$ 300.00
			2455	Tech Professional OTBS Hrly		\$ 800.00
			3000			\$ 360.69
			4301	Supplies		\$ -
			5721	Interprogram Svcs/Duplicating		\$ 280.00
			5920	Postage Expense		\$ -
	<b>30103 Title I Parent Involvement Total</b>					<b>\$ 1,740.69</b>
	30106 Title I Supplmnt Prog Imprvmt	Guidance Asst	2404	Guidance/Attendance Asst	0.4000	\$ 13,006.40
		Guidance Asst	3000			\$ 4,327.24
			1157	Classroom Teacher Hrly		\$ 260.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 11,831.00
			2454	Guidance/Attend Asst Hrly		\$ -
			2456	Clerical Substitute Hrly		\$ -
			3000			\$ 2,695.08
			4301	Supplies		\$ 5,500.00
	<b>30106 Title I Supplmnt Prog Imprvmt Total</b>				<b>0.4000</b>	<b>\$ 37,619.72</b>
<b>Grand Total</b>					<b>1.1000</b>	<b>\$ 142,156.38</b>

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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***Franklin Elementary STEAM Magnet***  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020 – 2021**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

***Franklin Elementary STEAM Magnet*** has developed a written Title I parent & family engagement policy with input from Title I parents. Parent input was provided by the various parent groups including School Site Council (SSC), School Governance Team (SGT), English Learner Advisory Council (ELAC) and informal parent meetings such as Family Thursdays.

Franklin has distributed the policy to parents of Title I students. The policy is available online to all families on the school website due to school closure due to the Covid-19 pandemic. In the brick and mortar school setting, the policy is distributed to parents at the September Back-to-School Night/Parent Orientation.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The Title I Parent Engagement Policy is presented online on our school website. In the brick and mortar school setting, the policy is distributed to parents at the September Back-to-School Night/Parent Orientation.
- Copies are available to parents that night as well as copies are sent home to parents in their home language (English, Spanish, or Vietnamese) and available on the school website in English, Spanish and Vietnamese languages.
- The Title I Parent Engagement Policy is reviewed, updated, and approved annually by the School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Input from parents on the School Governance Team, School Site Council, and English Learner Advisory Committee.
- Parent surveys (i.e. ELAC, Healthy Kids Parent Survey).

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- This meeting occurs annually at Back to School Night in September or via Zoom due to school closures due to the Covid-19 global pandemic.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Morning meetings as part of student character assemblies are held monthly at which time information of upcoming events are shared with parents via Zoom due to school closure.
- Monthly Family Thursday meetings are held by individual classrooms, via Zoom, due to school closure, in the morning for all parents.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation.
- Back-to-School night in September (via Zoom due to school closure) and STEAM Experience night in May in the evening.
- Student drama and choral performances are held in the evening.
- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.
- Parent conferences in the afternoon are held in the fall and spring to update parents on their child's progress academically, socially and emotionally.
- GATE meetings are held in the evenings 1 to 2 times a year.
- PTA General Meetings are held in the evenings 4 times a year.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Parents make up the quorum of our SSC that annually reviews and revises our Title 1 Parent Engagement Policy and helps develop and implement the Title 1 programs and budget that support our Title 1 students.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

- Information regarding our Title 1 programs is shared at parent meetings, on our website, School Messenger, Weekly Principal's Update, and through emails, text messages, mailings and flyers sent home to parents.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Information regarding curriculum, proficiency levels, and assessment strategies are shared with parents on Back-to-School night in September via Zoom due to school closures.
- Parent conferences held in the fall and spring give parents updates on their Child's progress.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parent conferencing and IEP meetings allow parents to give input on their child's education.
- Parents can request a Student Study Team / Response to Intervention Team (RTI) meeting if they have concerns regarding their child's progress.
- Parent/teacher meetings and parent/ Principal Meetings are available upon request.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- An overview of State Standards are shared at Back-to-School Night via Zoom due to school closures because of the Covid-19 global pandemic.
- Parent conferencing allows teachers to share a student's progress in meeting State Content Standards and tips for improving academic achievement.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- The school provides programs such as Raising A Reader, classes for parents by the Family and Community Engagement department and Hoover Cluster Wellness Council.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Professional development for teachers includes strategies to encourage and enhance parent involvement.
- The school encourages parents to volunteer in the classroom.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- All programs encourage Title 1 parents to be involved in their child's education. For example, Family Thursdays and Principal's Office Hours/Chats offered via Zoom due to school closure are for all parents.
- We have a parent room set aside on campus with resources and information for parents.
- We also have a parent Zoom Meeting Space for families to meet virtually during school closures due to the Covid-19 Pandemic.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Interpreters are available at parent events such as Family Thursdays and ELAC meetings.
- School Messenger is delivered in English, Spanish and Vietnamese.



- Mailings and flyers are sent home to parents in their home language (English, Spanish, or Vietnamese).

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Input on Title I Programs is sought out from all parent groups including SGT, SSC, ELAC, GATE and parent surveys sent home.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This policy was adopted by Franklin Elementary STEAM Magnet on October 2, 2020 and will be in effect for the period of 2020 – 2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 8, 2020 via email and school website.

Melissa Roy-Wood  
Principal

**Approved by SSC October 2, 2020.**

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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FRANKLIN ELEMENTARY STEAM MAGNET

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2020 - 2021.

*Franklin Elementary STEAM Magnet* distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- The school's responsibility to provide high-quality curriculum and instruction. The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Morning meetings as part of student character assemblies are held monthly at which time information of upcoming events are shared with parents via Zoom due to school closures.
- Monthly Family Thursday meetings are held in the morning for all parents by classroom via Zoom in which they visit and observe in their child's classroom.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation.

- Back to School night in September via Zoom due to school closures and STEAM Experience night in May in the evening.
- Student drama and choral performances are held in the evening via Zoom due to school closure.
- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.
- Parent conferences in the afternoon are held in the fall and spring to update parents on their child's progress academically, socially and emotionally. via zoom due to school closures.
- GATE meetings are held in the evenings 1 to 2 times a year.
- PTA General meetings are held in the evenings 4 times a year.
- The school encourages parents to attend all meetings and events and to volunteer in the classroom.
- Parents are encouraged to attend monthly Principal's Chat/Office Hours.

## SCHOOL RESPONSIBILITIES

Franklin Elementary STEAM Magnet School will...

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet California's academic achievement standards as follows:
  - Teachers will organize the instructional day by implementing all components of the Literacy Framework.
  - Planning for curriculum and instruction will be based on Common Core State Standards and Next Generation Science Standards for literacy, mathematics, science, and social studies.
  - Planning for differentiated instruction to meet the individual needs of students will be based on on-going assessment and monitoring of student progress.
- Students identified in need of additional support will receive additional instructional time through:
  - Strategic Small Group instruction and opportunities provided by their classroom teacher.
  - Support Teachers, providing intensive literacy instruction, targeting students' point of need.
- Teachers will make a commitment to continue learning and refining their instructional skills through site and district professional development opportunities.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- Additionally, teachers will schedule parent conferences/meetings as the need arises.

- Provide parents with frequent reports on their child's progress.
- The principal may provide information via the following avenues of communication:
  - SchoolMessenger phone messages
  - School notices
  - School newsletters
  - Phone calls
  - E-mails
  - Parent meetings
- Teachers may provide information via the following avenues of communication:
  - Personal Conferences
  - Personal Notes
  - Phone Calls
  - Parent Meetings/Orientations
  - Written Reports
  - Individual Student Contracts
  - Email
- Provide parents reasonable access to staff:
  - The principal and instructional staff at Franklin Elementary STEAM Magnet School are accessible to parents during non instructional hours before and after school and parents may request meetings at a mutually convenient time.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
  - Parents are always welcome to observe in their child's classroom, per Board Policy and corresponding legal codes. Site policy states that parents shall contact the teacher a minimum of 24 hours in advance to schedule a visit.
- Parents are invited to participate/assist teachers on field trips.
- Parents are encouraged to become school volunteers. Volunteers provide support in their child's classroom, in the school office, during breakfast and lunchtime, and on the playground.
- Parents have opportunities to volunteer in support of school wide events such as the Scholastic Book Fair, picture days, bus evacuation drill, Franklin Founder Day and Field Day.
- Family Thursdays extend an invitation for parents to read with their children in the classroom in the brick and mortar setting once a month. Families will participate in classroom activities by classroom via Zoom during school closures.

## PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

- Ensuring daily school attendance except in case of illness.
- Requesting an Independent Study Contract only for true emergency needs, making my child's attendance at school a priority.
- Making sure that my child has a quiet, designated study area and that all homework is completed and submitted on time.
- Monitoring and rationing the amount of time my child spends watching television, playing video games, and working/playing on the computer.
- Volunteering in my child's classroom.
- Attending school/family events.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- Serving to the extent possible, on advisory groups, such as the School Site Council/Site Governance Team, District Advisory Council for Compensatory Education, the English Learner Advisory Committee, Hoover Cluster Council, Henry Cluster Council or other advisory groups.
- Modeling for my child appropriate behaviors, supporting our character education traits: responsible, respectful, fair, kind, honest, and trustworthy.

#### STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and attain California's high standards. To ensure a safe, positive, rewarding educational experience, we will:

- Strive for excellence and our personal best on a daily basis.
- Show respect for ourselves, others, and cooperate with all adults.
- Be courteous, respectful, honest, and cooperative with all students and staff members.
- Maintain regular school attendance, come to class on time, be prepared to work, and take responsibility for our learning.
- Actively participate in the learning and teaching process.
- Complete all assignments on time and to the best of our ability.
- Solve problems peacefully.
- Listen carefully, follow directions, and adhere to all district, school, and classroom rules.
- Use positive language and good manners that shows respect for others.
- Respect personal and school property.
- Read at home at least 30 minutes every day.
- Give to my parents or the adult who is responsible for my welfare all notices and information received from my school every day.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- An overview of State Standards is shared at Back to School Night via Zoom due to school closures.
- Parent conferencing allows teachers to share a student's progress in meeting State Content Standards and tips for improving academic achievement.
- Monthly parent coffees provide detailed information and explanations of STEAM program, curriculum, assessments, and proficiency levels.
- Monthly School Site Council Meetings provide a forum to review school-wide progress by grade level, student groups, and language.
- Bi-yearly parent conferences, and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- The school provides programs such as Raising A Reader, classes for parents by the Family and Community Engagement department and Hoover Cluster Wellness Council.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways? Type examples or add bullets here.

- Professional development for teachers includes strategies to encourage and enhance parent involvement.
- The school encourages parents to volunteer in the classroom via Zoom due to school closures.
- Parents are given school library cards to check out 1 book a week to provide students with access to leveled reading material. During school closures, students will receive new books during distribution days.
- Franklin has previously purchased Raz Kids (A to Z Reading), Brain-Pop, Time for Kids, TCI (Science Curriculum) and Mystery Science to provide enrichment materials parents can use at home with their children.
- Teachers develop work packets for parents to use in supporting their children academically.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support

parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- All programs at Franklin Elementary encourage Title 1 parents to be involved in their child's education. For example, Franklin Flyer Rallies (whole school assemblies) and Family Thursdays are for all parents.
- We have a parent room set aside on campus with resources and information for parents. There is also a parent information section on our school website.
- Parents are encouraged to volunteer in their child's classroom, on field trips, and during school-wide events.
- Parent Committees such as our Nationally Recognized Parent Teacher Association (PTA) provide additional opportunities for parents to participate in their child's education and instructional program and welcome all families including Title 1 parents and families from diverse backgrounds to engage, participate and provide input in their programs.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Interpreters are available at parent events such as Family Thursdays and ELAC meetings.
- School Messenger is delivered in English, Spanish and Vietnamese.
- Mailings and flyers are sent home to parents in their home language (English, Spanish, or Vietnamese).
- Mailings and flyers are sent home to parents in their home language (English, Spanish, Vietnamese).
- More than 10 languages are represented at Franklin Elementary STEAM Magnet School. In an attempt to communicate more effectively with parents speaking a language other than English, we establish key communicators from the school community to provide written translation services for important information about the school.
- Title 1 parent involvement funds, pending SSC approval, may be used to purchase translation headsets and equipment for parent meetings.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Input on Title 1 Programs is sought out from all parent groups including SGT, SSC, ELAC, GATE and parent surveys sent home.
- Parent requests in alignment with our school-wide mission and vision are considered. Requests are granted based on maximum impact, fiscal feasibility, and capacity building

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Interpreters are available at parent events such as Family Thursdays and ELAC meetings.
- School Messenger is delivered in English, Spanish and Vietnamese.



- Whole School family updates sent via email are available translated in translated languages.
- Mailings and flyers are sent home to parents in their home language (English, Spanish, or Vietnamese).
- Franklin Elementary STEAM Magnet School staff members make individual and small group meetings to assist parents with understanding district and school information understanding district and school information.
- The parent support team provides informal meetings tailored to the needs of Title 1, English Learner, Parents with Disabilities, and Parents of Migratory students provide school/community resources.
- Translation for school-wide materials and meetings is another support, depending on SSC approval.

This Compact was adopted by the Franklin Elementary STEAM Magnet on October 2, 2020 and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact digitally to all parents and family members of students participating on, or before October 5, 2020.

Melissa Roy-Wood  
Principal  
Franklin Elementary STEAM Magnet School

Approved on October 2, 2020

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

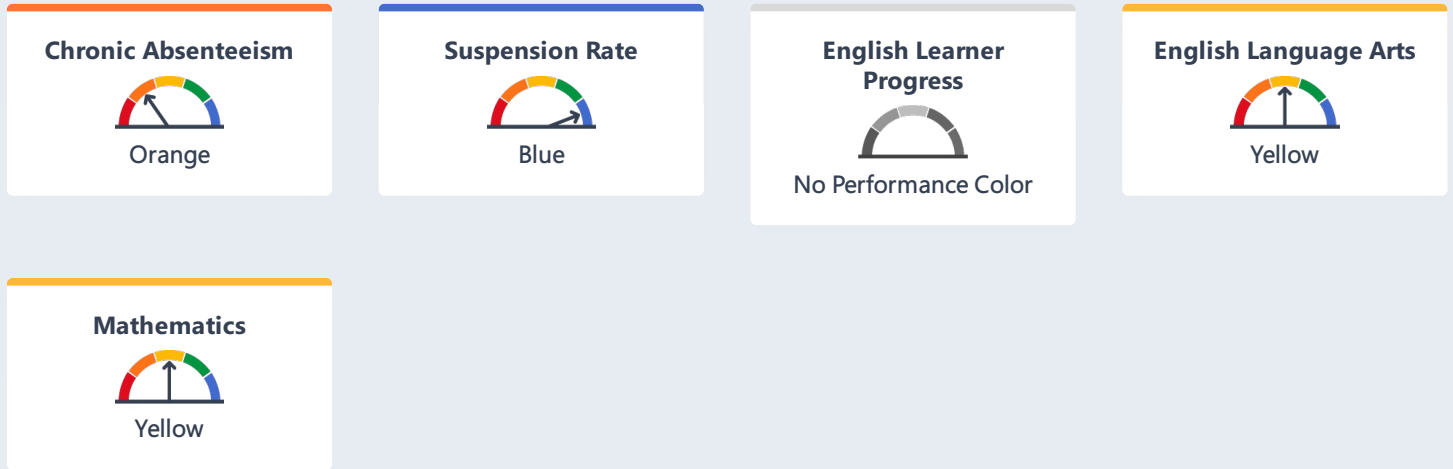
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

\* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

# Franklin Elementary

Explore the performance of Franklin Elementary under California's Accountability System.

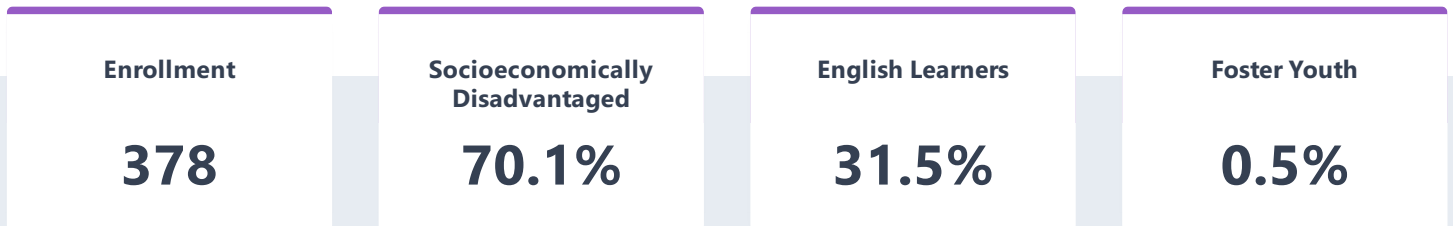


## School Details

<b>NAME</b> Franklin Elementary	<b>ADDRESS</b> 4481 Copeland Avenue San Diego, CA 92116-4802	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-5
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## Student Population

Explore information about this school's student population.



# Academic Performance

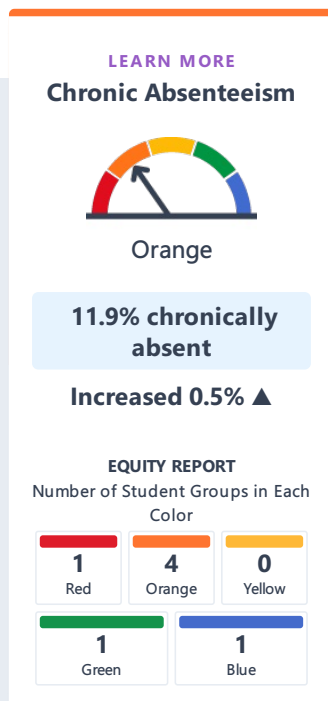
View Student Assessment Results and other aspects of school performance.



## FRANKLIN ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Blue

**0.5% suspended at least once**

**Maintained 0%**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>2</b> Orange	<b>0</b> Yellow
<b>1</b> Green	<b>4</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

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

#### All Students



Yellow

14 points below standard

Increased 11.7 Points ▲

Number of Students: 141

### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

English Learners

Socioeconomically Disadvantaged



Yellow

Hispanic



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

45.5 points below standard

Declined 9.5 Points ▼

Number of Students: 12

### Asian



No Performance Color

6.7 points above standard

Maintained -2.3 Points

Number of Students: 22

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Students with Disabilities



No Performance Color

104.7 points below standard

Increased 9.5 Points ▲

Number of Students: 21

### White



No Performance Color

48.4 points above standard

No Data

Number of Students: 17

### English Learners



Orange

38.7 points below standard

Maintained 0 Points

Number of Students: 66

### Socioeconomically Disadvantaged



Orange

30.4 points below standard

Maintained 2.2 Points

Number of Students: 111

### Hispanic



Yellow

33.1 points below standard

Increased 8.7 Points ▲

Number of Students: 85

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 39.1 points below standard

25.7 points below standard

14 points below standard

## English Language Arts Data Comparisons: English Learners

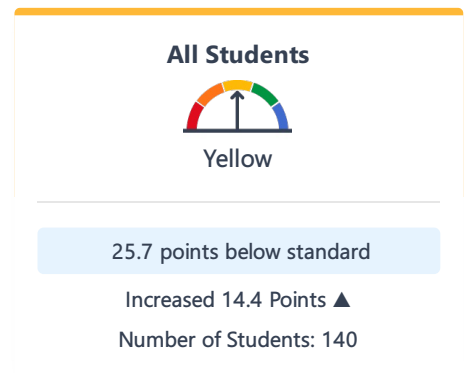
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
72.4 points below standard	16.7 points above standard	5.9 points above standard
Increased 15.6 Points ▲	Maintained -1.4 Points	Increased 13.7 Points ▲
Number of Students: 41	Number of Students: 25	Number of Students: 61

## Mathematics

### All Students

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



### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups

<p>Red</p> <p>No Students</p>	<p>Orange</p> <p>English Learners</p> <p>Socioeconomically Disadvantaged</p>	<p>Yellow</p> <p>Hispanic</p>
<p>Green</p> <p>No Students</p>	<p>Blue</p> <p>No Students</p>	<p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>Filipino</p> <p>Homeless</p>





### African American



No Performance Color

57.2 points below standard

Increased 14.9 Points ▲

Number of Students: 12

### Asian



No Performance Color

8.5 points below standard

Maintained -1.6 Points

Number of Students: 22

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Students with Disabilities



No Performance Color

105.3 points below standard

Maintained -1.7 Points

Number of Students: 20

### White



No Performance Color

33.8 points above standard

No Data

Number of Students: 17

### English Learners



Orange

55.7 points below standard

Maintained -1.2 Points

Number of Students: 66

### Socioeconomically Disadvantaged



Orange

46.4 points below standard

Maintained 1.3 Points

Number of Students: 111

### Hispanic



Yellow

44.9 points below standard

Increased 6.8 Points ▲

Number of Students: 84

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	41.4 points below standard	40.1 points below standard	25.7 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
90.9 points below standard	2.2 points above standard	1.8 points above standard
Increased 8.5 Points ▲	Increased 5.4 Points ▲	Increased 21.7 Points ▲
Number of Students: 41	Number of Students: 25	Number of Students: 60

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

**English Learner Progress**

**63% making progress towards English language proficiency**

**Number of EL Students: 73**

**Performance Level High**

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

### Student English Language Acquisition Results

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

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ELs Who Decreased at Least One ELPI Level	8.2%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	28.7%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	63%

---

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore 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.

#### All Students



Orange

11.9% chronically absent

Increased 0.5% ▲

Number of Students: 387

### Student Group Details

#### All Student Groups by Performance Level

7 Total Student Groups



Red

Students with Disabilities



Orange

African American

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

White



Blue

Asian



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth

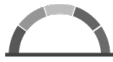


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

57.1% chronically absent

Increased 17.1% ▲

Number of Students: 14

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Two or More Races



No Performance Color

29.4% chronically absent

Increased 17.6% ▲

Number of Students: 17

### Students with Disabilities



Red

25.4% chronically absent

Maintained -0.1%

Number of Students: 59

### African American



Orange

13.2% chronically absent

Maintained 0.3%

Number of Students: 38

### English Learners



Orange

15.8% chronically absent

Increased 3.3% ▲

Number of Students: 120

### Hispanic



Orange

16.2% chronically absent

Increased 1% ▲

Number of Students: 197

### Socioeconomically Disadvantaged



Orange

14.5% chronically absent

Increased 0.8% ▲

Number of Students: 275

### White



Green

5.6% chronically absent

Declined 0.7% ▼

Number of Students: 71

### Asian



Blue

0% chronically absent

Declined 1.7% ▼

Number of Students: 59

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore 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.

#### All Students



Blue

0.5% suspended at least once

Maintained 0%

Number of Students: 397

### Student Group Details

#### All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Students with Disabilities

White



Yellow

No Students



Green

Socioeconomically Disadvantaged



Blue

African American

Asian

English Learners

Hispanic



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

6.7% suspended at least once

Increased 6.7% ▲

Number of Students: 15

### Two or More Races



No Performance Color

5.9% suspended at least once

Maintained 0%

Number of Students: 17

### Students with Disabilities



Orange

1.7% suspended at least once

Increased 1.7% ▲

Number of Students: 59

### White



Orange

1.4% suspended at least once

Increased 1.4% ▲

Number of Students: 72

### Socioeconomically Disadvantaged



Green

0.7% suspended at least once

Maintained 0%

Number of Students: 280

### African American



Blue

0% suspended at least once

Maintained 0%

Number of Students: 38

### Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 63

### English Learners



Blue

0% suspended at least once

Declined 0.7% ▼

Number of Students: 123

### Hispanic



Blue

0% suspended at least once

Declined 0.5% ▼

Number of Students: 202

## Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.3%	0.5%	0.5%



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Franklin**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	125	29.6	124	36.3	124	37.9	129	42.6	147	49.0	19.4	6.4	125	22.4	124	30.6	124	34.7	129	34.9	147	40.8	18.4	5.9
Female	66	24.2	64	28.1	68	36.8	59	45.8	72	45.8	21.6	0.0	66	10.6	64	18.8	68	32.4	59	32.2	72	33.3	22.7	1.1
Male	59	35.6	60	45.0	56	39.3	70	40.0	75	52.0	16.4	12.0	59	35.6	60	43.3	56	37.5	70	37.1	75	48.0	12.4	10.9
African American	11	45.5	13	53.8	13	38.5	13	30.8	12	33.3	-12.2	2.5	11	27.3	13	46.2	13	46.2	13	15.4	12	33.3	6.0	17.9
Asian**	1	-	0	-	0	-	0	-	25	60.0	-	-	1	-	0	-	0	-	0	-	25	48.0	-	-
Filipino	2	-	0	-	0	-	0	-	2	-	-	-	2	-	0	-	0	-	0	-	2	-	-	-
Hispanic	70	20.0	72	23.6	75	30.7	76	35.5	86	39.5	19.5	4.0	70	11.4	72	16.7	75	25.3	76	30.3	86	33.7	22.3	3.4
Indochinese**	28	42.9	28	60.7	29	51.7	28	60.7	-	-	-	-	28	39.3	28	57.1	29	48.3	28	50.0	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	6	-	6	-	1	-	8	-	18	83.3	-	-	6	-	6	-	1	-	8	-	18	61.1	-	-
Multiracial	7	-	5	-	6	-	4	-	4	-	-	-	7	-	5	-	6	-	4	-	4	-	-	-
English Learner	52	9.6	47	19.1	34	14.7	42	16.7	43	18.6	9.0	1.9	52	5.8	47	25.5	35	20.0	42	16.7	43	18.6	12.8	1.9
English-Speaking	73	43.8	77	46.8	90	46.7	87	55.2	104	61.5	17.7	6.3	73	34.2	77	33.8	89	40.4	87	43.7	104	50.0	15.8	6.3
Reclassified†	24	54.2	29	72.4	44	52.3	33	60.6	29	72.4	18.2	11.8	24	54.2	29	51.7	44	47.7	33	48.5	29	48.3	-5.9	-0.2
Initially Eng. Speaking	49	38.8	48	31.3	46	41.3	54	51.9	75	57.3	18.5	5.4	49	24.5	48	22.9	45	33.3	54	40.7	75	50.7	26.2	10.0
Econ. Disadv.*	125	29.6	118	35.6	112	37.5	111	40.5	115	40.0	10.4	-0.5	125	22.4	118	31.4	112	35.7	111	32.4	115	33.9	11.5	1.5
Non-Econ. Disadv.	0	-	6	-	12	41.7	18	55.6	32	81.3	-	25.7	0	-	6	-	12	25.0	18	50.0	32	65.6	-	15.6
Gifted	33	51.5	26	65.4	22	59.1	12	66.7	20	85.0	33.5	18.3	33	45.5	26	50.0	21	57.1	12	66.7	20	90.0	44.5	23.3
Not Gifted	92	21.7	98	28.6	102	33.3	117	40.2	127	43.3	21.6	3.1	92	14.1	98	25.5	103	30.1	117	31.6	127	33.1	19.0	1.5
With Disabilities	16	6.3	0	-	0	-	13	7.7	18	16.7	10.4	9.0	16	0.0	13	0.0	0	-	13	15.4	18	11.1	11.1	-4.3
WO Disabilities	109	33.0	111	40.5	112	42.0	116	46.6	129	53.5	20.5	6.9	109	25.7	111	34.2	112	38.4	116	37.1	129	45.0	19.3	7.9
Homeless	15	13.3	9	-	8	-	7	-	6	-	-	-	15	6.7	9	-	8	-	7	-	6	-	-	-
Foster	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Military	8	-	6	-	4	-	4	-	7	-	-	-	8	-	6	-	4	-	4	-	7	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.





**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Franklin**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	39	35.9	47	40.4	37	54.1	38	63.2	53	49.1	13.2	-14.1	39	33.3	47	51.1	37	59.5	38	60.5	53	60.4	27.1	-0.1
Female	22	27.3	24	41.7	24	50.0	13	69.2	27	37.0	9.7	-32.2	22	13.6	24	45.8	24	62.5	13	61.5	27	51.9	38.3	-9.6
Male	17	47.1	23	39.1	13	61.5	25	60.0	26	61.5	14.4	1.5	17	58.8	23	56.5	13	53.8	25	60.0	26	69.2	10.4	9.2
African American	2	-	7	-	4	-	2	-	7	-	-	-	2	-	7	-	4	-	2	-	7	-	-	-
Asian**	0	-	0	-	0	-	0	-	5	-	-	-	0	-	0	-	0	-	0	-	5	-	-	-
Filipino	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Hispanic	22	22.7	24	29.2	22	50.0	23	52.2	29	34.5	11.8	-17.7	22	18.2	24	37.5	22	59.1	23	52.2	29	55.2	37.0	3.0
Indochinese**	8	-	12	58.3	8	-	8	-	-	-	-	-	8	-	12	75.0	8	-	8	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	3	-	1	-	5	-	8	-	-	-	2	-	3	-	1	-	5	-	8	-	-	-
Multiracial	4	-	1	-	2	-	0	-	3	-	-	-	4	-	1	-	2	-	0	-	3	-	-	-
English Learner	18	16.7	23	30.4	14	35.7	13	23.1	9	-	-	-	18	16.7	23	43.5	14	50.0	13	30.8	9	-	-	-
English-Speaking	21	52.4	24	50.0	23	65.2	25	84.0	44	56.8	4.4	-27.2	21	47.6	24	58.3	23	65.2	25	76.0	44	65.9	18.3	-10.1
Reclassified†	4	-	7	-	5	-	8	-	12	58.3	-	-	4	-	7	-	5	-	8	-	12	66.7	-	-
Initially Eng. Speaking	17	47.1	17	29.4	18	55.6	17	82.4	32	56.3	9.2	-26.1	17	35.3	17	41.2	18	55.6	17	70.6	32	65.6	30.3	-5.0
Econ. Disadv.*	39	35.9	47	40.4	33	54.5	29	55.2	36	27.8	-8.1	-27.4	39	33.3	47	51.1	33	60.6	29	55.2	36	47.2	13.9	-8.0
Non-Econ. Disadv.	0	-	6	-	4	-	9	-	17	94.1	-	-	0	-	0	-	4	-	9	-	17	88.2	-	-
Gifted	9	-	7	-	4	-	2	-	11	81.8	-	-	9	-	7	-	4	-	2	-	11	100.0	-	-
Not Gifted	30	33.3	40	37.5	33	48.5	36	61.1	42	40.5	7.2	-20.6	30	30.0	40	45.0	33	54.5	36	58.3	42	50.0	20.0	-8.3
With Disabilities	5	-	0	-	0	-	2	-	9	-	-	-	5	-	4	-	0	-	2	-	9	-	-	-
WO Disabilities	34	41.2	43	44.2	34	58.8	36	63.9	44	52.3	11.1	-11.6	34	38.2	43	55.8	34	64.7	36	58.3	44	68.2	30.0	9.9
Homeless	7	-	9	-	2	-	1	-	6	-	-	-	7	-	0	-	2	-	1	-	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	1	-	1	-	5	-	-	-	3	-	1	-	1	-	1	-	5	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Franklin**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	<b>38</b>	<b>31.6</b>	<b>41</b>	<b>31.7</b>	<b>49</b>	<b>32.7</b>	<b>44</b>	<b>45.5</b>	<b>48</b>	<b>52.1</b>	<b>20.5</b>	<b>6.6</b>	<b>38</b>	<b>23.7</b>	<b>41</b>	<b>17.1</b>	<b>50</b>	<b>28.0</b>	<b>44</b>	<b>34.1</b>	<b>48</b>	<b>45.8</b>	<b>22.1</b>	<b>11.7</b>
Female	17	29.4	21	19.0	24	37.5	25	52.0	17	58.8	29.4	6.8	17	11.8	21	0.0	24	29.2	25	32.0	17	47.1	35.3	15.1
Male	21	33.3	20	45.0	25	28.0	19	36.8	31	48.4	15.1	11.6	21	33.3	20	35.0	26	26.9	19	36.8	31	45.2	11.9	8.4
African American	4	-	3	-	7	-	4	-	1	-	-	-	4	-	3	-	7	-	4	-	1	-	-	-
Asian**	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	0	-	8	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	23	30.4	26	23.1	27	25.9	27	40.7	31	45.2	14.8	4.5	23	17.4	26	3.8	28	17.9	27	33.3	31	35.5	18.1	2.2
Indochinese**	8	-	8	-	13	46.2	9	-	-	-	-	-	8	-	8	-	13	38.5	9	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	1	-	0	-	2	-	7	-	-	-	2	-	1	-	0	-	2	-	7	-	-	-
Multiracial	1	-	3	-	2	-	2	-	0	-	-	-	1	-	3	-	2	-	2	-	0	-	-	-
English Learner	15	6.7	16	12.5	12	0.0	14	28.6	18	16.7	10.0	-11.9	15	0.0	16	12.5	13	0.0	14	21.4	18	22.2	22.2	0.8
English-Speaking	23	47.8	25	44.0	37	43.2	30	53.3	30	73.3	25.5	20.0	23	39.1	25	20.0	37	37.8	30	40.0	30	60.0	20.9	20.0
Reclassified†	7	-	8	-	21	47.6	8	-	7	-	-	-	7	-	8	-	21	47.6	8	-	7	-	-	-
Initially Eng. Speaking	16	37.5	17	29.4	16	37.5	22	40.9	23	69.6	32.1	28.7	16	25.0	17	11.8	16	25.0	22	31.8	23	65.2	40.2	33.4
Econ. Disadv.*	38	31.6	37	29.7	45	31.1	40	45.0	39	48.7	17.1	3.7	38	23.7	37	16.2	46	28.3	40	32.5	39	43.6	19.9	11.1
Non-Econ. Disadv.	0	-	4	-	4	-	4	-	9	-	-	-	0	-	4	-	4	-	4	-	9	-	-	-
Gifted	10	70.0	9	-	7	-	4	-	4	-	-	-	10	70.0	9	-	7	-	4	-	4	-	-	-
Not Gifted	28	17.9	32	25.0	42	31.0	40	42.5	44	47.7	29.8	5.2	28	7.1	32	15.6	43	23.3	40	30.0	44	40.9	33.8	10.9
With Disabilities	6	-	0	-	0	-	5	-	3	-	-	-	6	-	6	-	0	-	5	-	3	-	-	-
WO Disabilities	32	37.5	35	37.1	45	35.6	39	51.3	45	55.6	18.1	4.3	32	28.1	35	20.0	46	30.4	39	38.5	45	48.9	20.8	10.4
Homeless	4	-	6	-	8	-	5	-	2	-	-	-	4	-	6	-	8	-	5	-	2	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	4	-	0	-	1	-	1	-	-	-	1	-	4	-	0	-	1	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Franklin**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	48	22.9	36	36.1	38	28.9	47	23.4	46	45.7	22.8	22.3	48	12.5	36	19.4	37	18.9	47	14.9	46	13.0	0.5	-1.9
Female	27	18.5	19	21.1	20	20.0	21	23.8	28	46.4	27.9	22.6	27	7.4	19	5.3	20	0.0	21	14.3	28	7.1	-0.3	-7.2
Male	21	28.6	17	52.9	18	38.9	26	23.1	18	44.4	15.8	21.3	21	19.0	17	35.3	17	41.2	26	15.4	18	22.2	3.2	6.8
African American	5	-	3	-	2	-	7	-	4	-	-	-	5	-	3	-	2	-	7	-	4	-	-	-
Asian**	1	-	0	-	0	-	0	-	12	66.7	-	-	1	-	0	-	0	-	0	-	12	33.3	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	25	8.0	22	18.2	26	19.2	26	15.4	26	38.5	30.5	23.1	25	0.0	22	9.1	25	4.0	26	7.7	26	7.7	7.7	0.0
Indochinese**	12	33.3	8	-	8	-	11	45.5	-	-	-	-	12	25.0	8	-	8	-	11	36.4	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	2	-	0	-	1	-	3	-	-	-	2	-	2	-	0	-	1	-	3	-	-	-
Multiracial	2	-	1	-	2	-	2	-	1	-	-	-	2	-	1	-	2	-	2	-	1	-	-	-
English Learner	19	5.3	8	-	8	-	15	0.0	16	25.0	19.7	25.0	19	0.0	8	-	8	-	15	0.0	16	6.3	6.3	6.3
English-Speaking	29	34.5	28	46.4	30	36.7	32	34.4	30	56.7	22.2	22.3	29	20.7	28	25.0	29	24.1	32	21.9	30	16.7	-4.0	-5.2
Reclassified†	13	38.5	14	57.1	18	44.4	17	35.3	10	80.0	41.5	44.7	13	30.8	14	35.7	18	33.3	17	23.5	10	30.0	-0.8	6.5
Initially Eng. Speaking	16	31.3	14	35.7	12	25.0	15	33.3	20	45.0	13.7	11.7	16	12.5	14	14.3	11	9.1	15	20.0	20	10.0	-2.5	-10.0
Econ. Disadv.*	48	22.9	34	35.3	34	29.4	42	26.2	40	42.5	19.6	16.3	48	12.5	34	20.6	33	21.2	42	16.7	40	12.5	0.0	-4.2
Non-Econ. Disadv.	0	-	2	-	4	-	5	-	6	-	-	-	0	-	2	-	12	25.0	5	-	6	-	-	-
Gifted	14	42.9	10	80.0	11	54.5	6	-	5	-	-	-	14	28.6	10	50.0	10	40.0	6	-	5	-	-	-
Not Gifted	34	14.7	26	19.2	27	18.5	41	19.5	41	41.5	26.8	22.0	34	5.9	26	7.7	27	11.1	41	9.8	41	7.3	1.4	-2.5
With Disabilities	5	-	0	-	0	-	6	-	6	-	-	-	5	-	3	-	0	-	6	-	6	-	-	-
WO Disabilities	43	23.3	33	39.4	33	33.3	41	26.8	40	52.5	29.2	25.7	43	14.0	33	21.2	32	21.9	41	17.1	40	15.0	1.0	-2.1
Homeless	4	-	9	-	5	-	1	-	4	-	-	-	4	-	3	-	8	-	1	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	1	-	1	-	2	-	1	-	-	-	4	-	1	-	1	-	2	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

**APPENDIX E**

**2020-21 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: FRANKLIN ELEMENTARY STEAM MAGNET SCHOOL**  
**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**  
**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To accomplish this goal, the Guidance Assistant will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning tie and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive inclusive culture at Franklin. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student’s attendance and participation. Contacts will be made by office staff, administrator, support staff, or counselors. A monthly log will record the contacts.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchrrly	0.40000	\$1,222.90	09800-1210	Funding Social Emotional Learning Opportunities for Students	Ally Action Program to address empathy and addressing bullying	Impact of program on playground behavior and effectives of program due to school closure.	Address Online Learning – Digital Citizenship Component

Note/Reminders (optional):

**Strategy/Activity 2**

## Goal 2 - English Language Arts

### Strategy/Activity 1

#### \*Strategy/Activity - Description

To address this need, Franklin Elementary will continue to implement the Benchmark Advanced Literacy Curriculum. In addition, we will continue the new NGSS aligned science curriculum that supports Common Core Literacy and Math as well as Language Acquisition. We will continue to use the STEAM units that have been designed that integrate ELA, Math and Language Development (Q-TEL Strategies). In addition, Franklin teachers will continue to implement an inquiry based pedagogy for instruction using the Design Cycle (Ask, Imagine, Plan, Create, Revise Communicate) and the 5E (Engage, Explore, Explain, Extend, Evaluate) lesson design that engages the student in learning and reinforces listening, speaking, reading and writing skills. Partial funding for the library tech will allow student access to reading materials of their choice. Literacy support teacher will work with underperforming students in a literacy intervention push in program targeting students who are in of foundational skills. The general education teacher will pull the same group for additional intervention group. The strategic schedules will support all students as they will not miss Tier 1 instruction as they receive intervention support. ELD will be taught every day for a minimum of 35 minutes. Teachers will attend conferences to enhance their professional learning in order to close the achievement gap. Software licenses will provide additional differentiated interventions to support closing the achievement gap.

#### \*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tch Hrly		\$2,369.98	09800	Provide additional intervention to support English learners and students not meeting or exceeding ELA standards.	Small group targeted instruction for students. Additional Professional Learning Community Meetings around Data	Coordinating schedules and setting student centered data informed actionable next steps based on metrics. .	Provide structure for teachers to plan/implement additional opportunities to address student needs based on data using common assessments.

**Franklin Elementary STEAM Magnet School** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$9,171.75	09800	Professional Development PLCs	Student discussion of data and best practices.	Consistency (GVC) in all grade levels. Grades not addressing STEAM.	Monitoring systems school wide need in place: use of common assessments and common learning experiences. .
Supplies		\$5,000	09800	Supplies needed to support Tier 1 instruction and STEAM Integration in Curriculum	High levels of student engagement and critical thinking	Limited training and knowledge using tools / hardware and curriculum	Order items more in advance. Allow for the T and E in STEAM to be addressed in core curriculum per STEAM agreement.

Note/Reminders (optional):

**SCHOOL NAME: FRANKLIN ELEMENTARY STEAM MAGNET SCHOOL**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To accomplish this goal, the Guidance Assistant will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning tie and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive inclusive culture at Franklin. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student’s attendance and participation. Contacts will be made by office staff, administrator, support staff, or counselors. A monthly log will record the contacts.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) &amp; why?</b>	<b>What is not working (ineffective) &amp; why?</b>	<b>Modification based on evaluation results.</b>
Guidance Asst - Vacancy, SBB2518523	0.40000	\$ 6,503.00	30106	Connect with students and family, support creating a safe and welcoming environment.	Guidance Assistant takes groups of students during lunch time for social emotional support, coordinates Ally Action and participates on the Equity Team/	We weren't able to hire a Guidance Assistant	Will attempt to hire again in 20-21.



**Franklin Elementary STEAM Magnet School** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Library Assistant Kathleen Kuhl	0.10000	\$2,890.80	30100	Curriculum access for students and families for Brick and Mortar and Online Learning	Librarian is present and a key point person for materials distribution.	Librarian is supportive of the ever changing needs during this time.	
Non Clsrm Tch Hrly		\$1,222.00	30160	Hourly for teachers to plan and participate in schoolwide events	Teacher planning and presence in after school events.	A lot the planning takes place after school hours.	

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Literacy support teacher will work with underperforming students in a literacy intervention push in program targeting students who are in of foundational skills. The general education teacher will pull the same group for additional intervention group. The strategic schedules will support all students as they will not miss Tier 1 instruction as they receive intervention support. ELD will be taught every day for a minimum of 35 minutes. Teachers will attend conferences to enhance their professional learning in order to close the achievement gap. Software licenses will provide additional differentiated interventions to support closing the achievement gap.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Early Literacy Supp Tchr, Res - NEW POSN, SBB2520252	0.20000	10,124.00	30100	Provide additional intervention to support English learners and students not meeting or exceeding ELA standards.	Support teacher provides intervention to the students and a Tier II intervention. Our most vulnerable readers are receiving additional reading intervention multiple times a week; services multiple grade levels. In addition, he works with EL students and	Support teacher is often pulled in many directions where it interferes with his intervention schedule. The staff is working on a better schedule where it allows him to solely concentrate on working with students for intervention so they can receive	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II intervention to support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention.

**Franklin Elementary STEAM Magnet School** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					newcomers to the country with language.	the maximum support.	
Prof&Curriclm Dev Vist Tchr		\$9,171.75	30100-1192	Release time to analyze data, develop lessons, follow up assessments with additional emphasis on closing the equity gap in ELA.	Teachers have opportunity to collaborate with team members to plan and analyze data.	Visiting teachers dropping jobs the day of the meeting which doesn't allow several teachers in the team to meet.	Planning PLC on Tuesdays during Online Learning (and monthly with subs during Brick and Mortar) and it is difficult to get visiting teachers.
Supplies		\$12,200.00	4301	Supplies to support English Language Arts Instruction / Curriculum	Using Benchmark curriculum in grades TK-5 have been beneficial to all students, providing exposure to rich text and opportunities to build a foundation and increase critical thinking skill sin the area of ELA.	As a STEAM school it's important to fulfill the vision of our school, weaving STEAM into the curriculum. It's important for our school to provide meaningful experiences in the "T" and the "E" in STE	Budget implications for the district implementation of Benchmark.
Non Clrm Tchr Hrly		\$2,369.98	30106	Professional Learning Com			
Classroom Paras Hourly		\$265.58	30100	Professional Learning /PD	Training for Paraprofessionals	Collaboration to Support SWD	
Prof&Curric Dev Vsting Tchr		\$4035.57	30106	Professional Learning Community	Data Discussion Common Assessments	Planning Time and Professional Development	

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$4,880.80	30106	Funds will support district resource teacher to support after hour planning with staff, analyzing data, and model lessons.	Teachers had time to plan with district staff to plan.	Scheduling needs to be specific to ensure that all members can take part in the planning.	Continue to provide opportunities to plan outside of work hours to provide for additional support.
Prof&Curriculum Dev Vist Tchr		\$4318.06	30106				
Clstrm Tchr Hrly		\$1222.90	30100				
Classroom PARAS Hrly		\$1327.90	30100				
Conference Local		\$1,000	30100	Professional Development in curricular area.	Allows for staff to increase knowledge and lead work	Availability of workshops/training due to stay at home orders	Possible Online Learning Opportunities
Prof&Curriculum Dev Tchr		\$6114.50	30106	Participation in Site/District PD	Learning from experts in research based practices	Scheduling Implications	Additional time to work in PLCS and engage in conversations based on data.

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Supplies		\$5,000	30100	Supplies for curriculum.	Access to instruction/curriculum for students	Opportunities to fully embrace STEAM due to digital divide lack of training.	Develop/Build partnerships. Implications of utilizing new/old STEAM Units

Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To address this need, Franklin Elementary will continue to implement the Benchmark Advanced Literacy Curriculum. In addition, we will continue the new NGSS aligned science curriculum that supports Common Core Literacy and Math as well as Language Acquisition. We will continue to use the STEAM units that have been designed that integrate ELA, Math and Language Development (Q-TEL Strategies). In addition, Franklin teachers will continue to implement an inquiry based pedagogy for instruction using the Design Cycle (Ask, Imagine, Plan, Create, Revise Communicate) and the 5E (Engage, Explore, Explain, Extend, Evaluate) lesson design that engages the student in learning and reinforces listening, speaking, reading and writing skills. Partial funding for the library tech will allow student access to reading materials of their choice.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$4,805.84	30100-4301	student and teaching materials	Supplies support student learning in the classroom.	Everything is working well.	No modification is needed.
Early Literacy Supp Tchr, Res - NEW POSN, SBB2520252	0.20000	10,124.00	30100	Provide additional intervention to support English learners and students not meeting or exceeding ELA standards.	Support teacher provides intervention to the students and a Tier II intervention. Our most vulnerable readers are	Support teacher is often pulled in many directions where it interferes with his intervention schedule. The staff is working on	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II intervention to

**Franklin Elementary STEAM Magnet School** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					receiving additional reading intervention multiple times a week; services multiple grade levels. In addition, he works with EL students and newcomers to the country with language.	a better schedule where it allows him to solely concentrate on working with students for intervention so they can receive the maximum support.	support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention.
Library Asst Kathleen Kuhl	0.1000	\$2890.80	30100	Provide student access to curriculum	Provide students with digital access and access to grade level text.	Space is limited on campus. Online learning for schoolwide library doesn't work.	Librarian to provide digital access to provide support with families and serve as connection team.
Classroom PARAS Hourly		\$2087.46	30100	Hourly to support ELPAC Testing	Opportunities to work in small groups with dually identified students	Work with multiple grade levels	Coordinate schedules across different grade levels during Online Learning.

Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Education Specialist will regularly attend PLCs to evaluate student data and plan with general education teachers. They will also attend math PDs with general education teachers.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	\$6,114.50	30100	Special Education Staff are included in staff release time for PLC meetings and PD regarding math.	Teachers have opportunity to collaborate with team members to plan and analyze data.	Visiting teachers dropping jobs the day of the meeting which doesn't allow several teachers in the team to meet.	Planning PLC on Tuesdays, Wednesdays and Thursdays since Mondays and Fridays are difficult to get visiting teachers.
Sped Instr Behavior Tech Hrly		\$796.74	30100	Support students in classroom.	Small groups support and support high needs students 1:1 / Additional Training (PD)	Online Learning model difficult for students with SEBT services	Schedule / Classroom Organization Implications – Appointment Based Learning Considerations
Conference Local		\$1023.00	01000	IEP Writing Professional Development	Special Education and General Education in PLCs	Need to meet student hours.	Implications for Online Learning Structure

Note/Reminders (optional):



**Goal 6 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Allocate funds for inservice supplies and services for parent meetings and workshops.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriculum Dev. Vist Tchr		\$1,500.00	30103-4304	Light refreshments for the parents to encourage them to attend meetings and provide a warm, welcoming environment.	The amount of paper used at the school site is appropriate.	More needs paper needs to be ordered in advance so that we are never running low.	Order more in advance.
Interprogram Svcs/Duplicating		\$307.21	30103-5721	Make copies for parents during a training or meeting so they can replicate strategy at home.	The amount of paper used at the school site is appropriate.	More needs paper needs to be ordered in advance so that we are never running low.	Order more in advance.

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To address this need, Franklin Elementary will continue to provide a high quality educational experience for all students so that they will be successful in middle school, high school, college, career and beyond. We will continue to implement the Benchmark Advanced Literacy Curriculum. In addition, we will continue the new NGSS aligned science curriculum that supports Common Core Literacy and Math as well as Language Acquisition. We will continue to use the STEAM units that have been designed that integrate ELA, Math and Language Development (Q-TEL Strategies). In addition, Franklin teachers will continue to implement an inquiry based pedagogy for instruction using the Design Cycle (Ask, Imagine, Plan, Create, Revise Communicate) and the 5E (Engage, Explore, Explain, Extend, Evaluate) lesson design that engages the student in learning and reinforces listening, speaking, reading and writing skills. Partial funding for the library tech will allow student access to reading materials of their choice. The Guidance Assistant will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school everyday and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. The Library Assistant will provide access to a broad and challenging curriculum for all students TK-5. Students will have opportunities to access grade level text that enhances the coursework and learning in their classrooms.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
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**Franklin Elementary STEAM Magnet School** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Early Literacy Supp Tchr, Res - NEW POSN, SBB2520252	0.20000	10,124.00	30100	Provide additional intervention to support English learners and students not meeting or exceeding ELA standards.	Support teacher provides intervention to the students and a Tier II intervention. Our most vulnerable readers are receiving additional reading intervention multiple times a week; services multiple grade levels. In addition, he works with EL students and newcomers to the country with language.	Support teacher is often pulled in many directions where it interferes with his intervention schedule. The staff is working on a better schedule where it allows him to solely concentrate on working with students for intervention so they can receive the maximum support.	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II intervention to support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention.
Guidance Asst - Vacancy, SBB2518523	0.40000	\$ 6,503.00	30106	Connect with students and family, support creating a safe and welcoming environment.	Guidance Assistant takes groups of students during lunch time for social emotional support, coordinates Ally Action and participates on the Equity Team/	We weren't able to hire a Guidance Assistant	Will attempt to hire again in 20-21.
Library Asst Kathleen Kuhl	0.1000	\$2890.80	30100	Provide student access to curriculum	Provide students with digital access and access to grade level text.	Space is limited on campus. Online learning for schoolwide library doesn't work.	Librarian to provide digital access to provide support with families and serve

							as connection team.
Note/Reminders (optional):							
What are my leadership strategies in service of the goals?							

## Goal 4- English Learners

### Strategy/Activity 1

#### \*Strategy/Activity - Description

The new math professional development from district resource teacher in the area of number talk will allow EL students the opportunity to acquire English in the area of Mathematics. The number talks lesson design is supportive in that it provides each student with an entry point with sentence frames and content specific language to support their access to solving multi-step math problems. The number talk routines will support language development as well as all the math practices.

#### \*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$800.00	09800	student and teaching materials	Supplies support student learning in the classroom.	Everything is working well.	No modification is needed.

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

funding has been allocated for an Inschool Resource Teacher to support reading intervention support with EL students and students not performing at grade level. Funding was also allocated for a counselor to support a social emotional curriculum in support of a safe and welcoming school. In addition, funding was also allocated to purchase license and fees for software and/or online reading resources. Achieve 3000 and Smarty Ants were purchased this year to support TK-5 students. Data will be collected school wide with an emphasis on Grades 3-5.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr Hrly		\$2,369.98	09800	Provide additional intervention to support English learners and students not meeting or exceeding ELA standards.	Small group targeted instruction for students. Additional Professional Learning Community Meetings around Data	Coordinating schedules and setting student centered data informed actionable next steps based on metrics. .	Provide structure for teachers to plan/implement additional opportunities to address student needs based on data using common assessments.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?