

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT FRANKLIN ELEMENTARY SCHOOL

2022-23

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-Wood, Melissa

Contact Person: Roy-Wood, 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: *January 24, 2023*



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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Franklin Elementary PHONE: 619 344 3000 FAX: 619 344 3070
 SITE CONTACT PERSON: Melissa Roy-Wood 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 I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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: <u>10/5/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>9/28/22</u> |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>10/7/22</u> |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/7/22

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
Type/Print Name of School Principal

Jennifer French
Type/Print Name of SSC Chairperson

Marlene Garcia
Type/Print Name of ELAC Representative

Cristina Casillas
Type/Print Name of Area Superintendent

Melissa Roy-Wood 9/29/22
Signature of School Principal / Date

Jennifer French
Signature of SSC Chairperson / Date

Marlene Garcia
Signature of ELAC Representative / Date

Cristina Casillas 11.3.22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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

This School Plan for Student Achievement fulfills the requirements of the Title I Schoolwide Program and Additional Target Support and Improvement 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.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

01/27/2022: Education Partner / ELAC Input on 22-23 School Budget

02/11/2022: SCC Meeting to Discuss 22-23 School Budget Input Survey from all Education Partners

02/22/2022: Teacher and Staff Input on 22-23 School Budget

02/28/2022: SSC Meeting to Approve 22-23 Budget

09/20/2022: SSC Meeting to Approve Title I Parent Engagement Policy and Title I School Compact

09/27/2022: SSC Meeting to Present 22-23 SPSA

10/07/2022: SSC Meeting to Approve 2022-2023 SPSA

RESOURCE INEQUITIES

Due to a shortage in visiting teachers and shortage of staff in all positions (visiting paraeducators, visiting office support staff), our site had to make accommodations to provide adequate classroom coverage to support the health and safety of students. Our non-rostered class size reduction certificated teacher and our early literacy support teacher have had to cover classrooms taking them away from their regularly scheduled groups. In addition, staffing for our Special Education Mild Moderate Program and Moderate to Severe Programs has been short staffed: approximately 40% of the staff are on long term leave while 75% of the certificated staff are new to the site creating a lack of continuity to the program. The staffing in addition to the increased student needs (supplemental support, behavioral needs, etc.), our non-rostered teachers such as our class size reduction certificated teacher and our early literacy support teacher are pulled away to support student needs in our Special Education Programs.

Difficulty with staffing (both temporary and permanent) positions presented a challenge for our certificated and classified (support staff) alike. During the 2021-2022 school year, our site currently had over 50% of our paraeducator staff on long term leave with inconsistent supplemental support for our students with disabilities. In addition, our site has three additional classified vacancies: Library Technician, Guidance Assistant and Noon-Duty and

Franklin Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

one full time certificated teaching vacancy in our primary grade Moderate-Severe Special Education separate setting classroom. Staffing the Moderate-Severe separate setting programs at Franklin was a challenge. For the entire school year, we had one full time teacher and one full time paraeducator who served the entire year. The other classroom teacher position and four paraeducator positions were filled with visiting teachers/co-teachers with short and long term assignments. These certificated and classified educator positions were key in providing instructional supports to students in our Special Education program, classroom/learning labs, providing access to curriculum (in the library and in the classrooms throughout campus in all grades TK-5) as well as providing additional supervision during recess, lunch recess and supporting the social emotional needs of students during their unstructured break (lunch, health break, etc.) time.

Due to a shortage in Visiting Teachers, our teachers could not meet in grade level Professional Learning Communities each month per our 2021-2022 Site Plan. Instead, teachers met sporadically and not all together in order to accomplish instructional planning, reviewing student work and analyzing student data. Rather than meeting during the work day, in 21-22, teachers met after hours and/or on weekend days to collaborate with grade level partnerships. In addition, our Equity Team, a group of committed to the goal of ensuring each child receives what they need to reach their academic and social potential, was unable to meet regularly and establish itself as a team specifically focused on this goal. Established teams such as our Instructional Leadership Team and staff participating in Student Success Teams (SST) to support student growth served as our Equity Team as not all members of the equity team were able to participate on a regular basis. For example, members of our team, such as the Attendance Assistant, served as additional office / supervision support in the absence of staff in the classroom and school building. Classroom teachers and support staff voluntarily participated in Student Success Teams to address the social, emotional, academic and behavioral needs of students. The shortage in visiting teachers along with unfilled vacancies in our school made it difficult for teachers to work in the Professional Learning Communities model where teachers collaborate monthly and for our Site Equity Team for our staff to meet regularly throughout the school year.

We believe that when we are fully staffed according to our site plan for addressing student achievement, a much bigger impact for student achievement will occur.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Melissa Roy-Wood	Principal
Heather Bice	Parent
Crystal Starr-Howe	Parent, Secretary
Shana Hazen	Parent
Alicia Singleton	Teacher
Jeremiah Matteson	Staff/Non-Classroom Teacher
Dawn Castillo	Parent, Chair / DAC Alt.
Monica Hale	Teacher
Kachina Shanks	Teacher, Co-Chair
Kheng Waiche	Parent, DAC Rep

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The overall effectiveness of the strategies outlines in the 2021-2022 plan had minimal success mainly due in part of the shortage in visiting teachers and staff in all positions. Franklin came up with plans for an Equity Team to work collaboratively with all classroom teachers to improve student engagement and attendance by:

- * Identifying absent students.
- * Reach out to families of the absent students.
- * Provide additional supports for families to improve attendance (Community Resources, Counseling, 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 through SST: Student Success Team Process
- * Small Groups for Social Emotional Learning / Parent Partnerships
- * Counselor Hours for Student and Family Support
- * Provide additional support for families.

The Equity team did not have the opportunity to regularly meet. In addition, the supports that were allocated to provide Tier II instruction were often

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used to fill staff vacancies and run classroom learning labs. As a result, 2021-2022 state test scores went down from the last testing year 2018-2019 lessening the impact on the overall effectiveness of the strategies.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to the Great Resignation, an ongoing economic trend in which employees have voluntarily resigned from their jobs in every industry, including education due to Covid-19 global pandemic beginning in early 2021 in the wake of the Covid-19 Global Pandemic, our site transitioned from services that were typically provided in the brick and mortar setting were provided via Zoom (video conference) and or phone conference in 2020-2021 to returning to campus with Covid-19 health and safety protocols in place with limited staff to fill key essential roles on campus--from classroom visiting teachers and visiting paraeducators, to visiting support positions such as our service providers in Special Education: Speech and Language Pathologist, Occupational Therapy, Education Specialists, and School Psychologist.

During the 21-22 school year, our teaching and support staff on campus provided emergency classroom coverage, learning labs, combined classrooms, and implementation of student emergency plans to ensure student safety on campus. Also, other issues developed resulting from the isolation nature of distance learning from the previous school year. In addition, we had a two classrooms in our Moderate-Severe Separate Setting Special Education classrooms, that were not fully staffed with teachers and paraeducators for 80% of the school year which resulted in reassigning staff to provide coverage with the teacher / staff shortage.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

One change is to utilize our Resident Visiting Teacher to provide intervention support. The District Assigned our school one full time Resident Visiting Teacher who provides substitute teacher coverage when teachers are out and no sub is available to cover the classroom. On the days that there are no staff absences, our Resident Visiting Teacher, or RVT, provides academic support to target students identified by classroom teachers though push-in and pull out support in the areas of Reading-Language Arts and Mathematics. In addition, our site is fully staffed.

Another change is to provide half day PLC model using the VAPA Program. All teachers will be able to meet in grade level PLCs throughout the school year during the school day with this model. Each month, teachers will discuss data in their PLCs to determine instructional next steps and identify student needs.

Student Success Teams or SSTs take place on a regular basis throughout the school year and members of the Equity Team will meet regularly throughout the school year.

***Identified Need**

On the Hoonuit- Infobase (2021-2022) The overall school chronic absenteeism rate is 39%

Since the Global Pandemic, chronic absenteeism has increased significantly increased disproportionately by subgroup population since 2019.

Chronic Absenteeism Rates :

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- African American students = 23% (from 12.8% in 2019)
 - English Learners = 27% (from 12.5% in 2019)
 - Students with disabilities = 41% (from 25.5% in 2019)
School Safety Student Responses (indicators)
 - The student feels safe at school = 71%

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school wide chronic absenteeism	11.4%	5.7%	Attendance	Monthly
June 2023	5	Increase the average student safety rate ("Yes most or all of the time)	71%	82%	CAL-SCHLS (CHKS)	Annually
June 2023	4-5	Increase the average student safety rate ("Yes most or all of the time)	71%	90%	Other (Describe in Objective)	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Black or African American	Decrease chronic absenteeism rate	23%	5%	Attendance	Quarterly
June 2023	TK-5	English Learner	Decrease chronic absenteeism rate	27%	5%	Attendance	Quarterly
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	41%	10%	Attendance	Quarterly

Supporting Black Youth - Additional Goals

- ✓ 1. Franklin Elementary's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal. Franklin Site Equity Team will include the following: School Counselor, Certificated Teaching Staff Member, Support Staff Member and Principal
- ✓ 2. The staff diversity goal at Franklin is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Franklin's site selection/hiring panel is strongly encouraged to complete anti-bias training

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before conducting any interviews. Franklin Elementary is committed to a welcoming and inclusive working environment and believe in diversity and representation.(LCAP 4)

- ✓ 3. In the 2022-23 school year, Franklin Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports. The Special Education Team at Franklin will collaborate with general education classroom teachers on best strategies and supports to empower and engage learners in student groups that are being disproportionately referred.
- ✓ 4. Franklin will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion or trusted staff member on campus to provide additional support for students. Whenever a student(s) faces conflict on campus, our school is committed to taking a restorative approach to repair harm and support all parties involved.
- ✓ 5. Franklin's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Franklin Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions. Franklin Elementary staff engage with the families of our Black Youth.
- ✓ 7. Increase access to advanced classes--GATE cluster classes for black youth. All black youth at Franklin have access to GATE cluster classrooms with GATE certified classroom teachers.
- ✓ 8. Franklin will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies/culturally responsive pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Positive Culture Support

*Students to be served by this Strategy/Activity

All students including our unduplicated students will benefit from this strategy/activity 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

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

- * Identifying absent students.
 - * Service as a Taskforce to Address Chronic Absenteeism
 - * Reach out to families of the absent students.
 - * Provide additional supports for families to improve attendance (Community Resources, Counseling, Student Study Skills).
 - * Survey Families Regarding School Experience
 - * Compile Data Trends Regarding Attendance to Determine Possible Causes
 - * Support teachers and staff with positive behavioral supports and interventions.
- ***Additional .2 FTE for the counselor position was approved by the principal and SSC. Funding will come from unused VAPA (09800) and the library assistant benefits that were declined in (30106).***

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01131W	School Counselor -	0.20000	\$17,908.60	\$22,258.05	0113-00010-00-1210-3110-0000-01000-3999	Position Allocation	[no data]		The School Counselor will coordinate the efforts of our site Student Equity Teams.
F01131X	School Counselor -	0.20000	\$17,908.60	\$22,258.05	0113-74220-00-1210-3110-0000-01000-3999	In-Person Instruction Grant	[no data]		The School Counselor will coordinate the efforts of our site Student Equity Teams.

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

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LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Resources were allocated to fund the following in 21-22:

ELA: In-school Resource Teacher to support reading and language arts intervention. The In-School Resource Teacher was able to support students in K-2 to support students with letter name sounds and reading comprehension. All students working with In-School Resource teacher increased in reading skills. This strategy was could have been more effective if the support teacher was not pulled to support classrooms due to Visiting Teacher shortage.

Math: Classroom Hourly / Visiting Teacher to fund Professional Learning Community - Overall, this strategy was ineffective because teachers were unable to meet in Professional Learning Communities because there were no visiting teachers available.

Library Assistant (.3): This strategy was moderately effective as the Library Assistant was not staffed until the second part of the school year. Once the Library Assistant began in the assignment, students were able to have increased access to curriculum.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

In the 2019-2020 academic school year, pre-pandemic, 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.

During the 2020-2021 academic school year, most of the school year, until April 2021, was taught online. Teachers met via Zoom in Professional Learning Communities but upon returning to work in April, due to shortage of Visiting Teachers, teachers did not meet in PLCs.

During the 2021-2022 academic school year, there were very few Visiting Teachers. When a teacher was absent due to illness, visiting teachers did not pick up job assignments. On days when classrooms were scheduled to have a Visiting Teacher, no teacher would show and classrooms would turn in to learning labs where students completed independent work and work via Learning Management Platforms (i.e. Google Classroom or Seesaw) in the absence of a teacher. Due to the extreme shortage of Visiting Teachers, no teachers were able to take days to engage in collaboratively with grade level partners in Professional Learning Communities. PLCs during release time during the school day did not occur. Instead, teachers planned on evenings and weekends to collaborate. Teachers schedules made it hard to have consistent after hours PLCs and ensure guaranteed viable curriculum consisted in all classrooms.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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Classroom teachers will continue to collaborate with the administration and other support staff (STEAM Coordinator, Ed. Specialists, Counselor, 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. Assigned visiting teacher teams provided through AEP: The Arts Education Project to release classroom teachers from the classroom provide opportunities for teachers to engage in professional development/collaboration through to design lessons, analyze student work/data, and improve instructional strategies on a regular basis.

*Identified Need - English Language Arts

The school's overall data from the 2018-2019 latest state metrics indicate that 38% of 3rd-5th grade students met or exceeded standards in ELA. The data also 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. In 2021-2022, all students identified as English Learners did not make gains in English Language Arts or Math.

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. Staff acknowledged the need for more "site based" metrics and will be using the FAST along with other assessments.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	47% (27/58)	60% (35/58)	CAASPP ELA	Annually
June 2023	4	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	43% (21/49)	61% (31/49)	CAASPP ELA	Annually
June 2023	5	Students will increase in percentage of students in meeting	37% (22/60)	50% (30/60)	CAASPP ELA	Annually

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		or exceeding grade level standards in English-Language Arts on the SBAC.					
June 2023	3-5	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	42% (70/167)	58% (97/167)	CAASPP ELA	Annually	
June 2023	K-5	Meet or Exceed grade level standard	60% (Low Risk and Advanced)	80% (Low Risk and Advanced)	FAST aReading	3 Times per Year	
June 2023	1-5	Students will show academic progress of one year or more in reading measured by Fountas and Pinnell / DRA independent reading levels.	60%	80%	Fountas and Pinnel	3 Times per Year	
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	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.	0% (0/22)	50% (11/22)	CAASPP ELA	Annually
June 2023	3-5	Students with	Students will	13% (2/15)	54% (8/15)	CAASPP ELA	Annually

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		Disabilities	increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.				
June 2023	3-5	Black or African American	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the SBAC.	27% (3/11)	73% (8/11)	CAASPP ELA	Annually
June 2023	K-5	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in English-Language Arts on the FAST aReading Assessment	38% (14/37)	68% (25/37)	FAST aReading	Three Times per Year

***Identified Need - Math**

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.

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Teachers acknowledge the need for site based metrics. Site will look at other Math assessments such as the DEMI.						
*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	44% (25/57)	61% (35/57)	CAASPP Math	Annually
June 2023	4	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	24% (12/49)	51% (25/49)	CAASPP Math	Annually
June 2023	5	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	27% (16/60)	50% (30/60)	CAASPP Math	Annually
June 2023	3-5	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	32% (53/166)	60% (100/166)	CAASPP Math	Annually
June 2023	K-5	Meet or exceed grade level standard on Site based Unit assessments	70%	80%	Site Developed Common Assessments	Quarterly

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June 2023	3-5	An increase in percentage of students in meeting or exceeding grade level standards in Math on the District Essential Mathematics Indicators (DEMI).	56%	66%	DEMI	Three Times per Year	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	0% (0/22)	50% (11/22)	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	13% (2/15)	53% (8/15)	CAASPP Math	Annually
June 2023	3-5	Black or African American	Students will increase in percentage of students in meeting or	0% (0/11)	55% (6/11)	CAASPP Math	Annually

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			exceeding grade level standards in Math on the SBAC.				
June 2023	K-5	Students with Disabilities	Students will increase in percentage of students in meeting or exceeding grade level standards in Math on the SBAC.	50% (25/50)	60%	Site Developed Common Assessments	Quarterly
*Identified Need - English Learners							
Students who are English Language Learners are not having the same gains as students who speak English as their primary language.							
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Students will increase language proficiency from minimally and somewhat developed (emerging) to moderately developed (expanding/bridging)	43% (29/67)	60% (40/67)	Summative ELPAC	Yearly
*Identified Need - Graduation/Promotion Rate							
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.							

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*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	Increase the percentage of students reading at or above grade level as measured by SBAC Scores	47%	60%	Grade 3 ELA Reading	Annually	
June 2023	5	Increase the percentage of students reading at or above grade level as measured by SCBAC Scores	37%	50%	Grade 5 ELA Reading	Annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by SBAC	13% (2/15)	54% (8/15)	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students reading at or above grade level as measured by the SBAC	0% (0/22)	50% (11/22)	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students reading at or above grade level as measured by the SBAC	27% (3/11)	73% (8/11)	CAASPP ELA	Annually

Optional School Goal(s)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
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, English Learners, students with disabilities and Black Youth.									
*Strategy/Activity - Description									
All students receive quality STEAM instruction infusing English Language Arts from participating in the following classroom experiences integrating reading, writing, and listening skills provided by our District's Visual and Performing Arts (VAPA) Department, Friends of Franklin Foundation and partnership with Price Charities:									
<ul style="list-style-type: none"> - STEAM Lessons in our STEAM Lab in grades UTK-5 provided by our District STEAM Units and enhanced STEAM experiences provided by Friends of Franklin Foundation. - Arts instruction provided by The Arts Education Project (AEP) provided by the District's VAPA: Visual and Performing Arts Department. - Arts integration funded by our partnership with Price Charities: Partnership with City Heights Music and The Rainforest Art Project. - Students participate in our District Instrumental Music Program Weekly where they learn wind instruments for the entire school year (Grade 5). 									
Additional .2 FTE for the counselor position was approved by the principal and SSC. Funding will come from unused VAPA (09800) and the library assistant benefits that were declined in (30106).									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0113BN	Interprogram Svcs/Paper		\$3,560.00	\$3,560.00	0113-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copy paper for classroom supplies, materials, student handouts for students to access Language Arts & Social Emotional Learning Integrated STEAM curriculum for all students UTK-5.
N0113BS	Interprogram Svcs/VAPA		\$31,188.00	\$31,188.00	0113-09800-00-5738-1000-1110-01000-1313	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		VAPA Rotations to provide PLC Structure for teachers to collaborate to improve student achievement.

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

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, Black Youth, 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. Also, we will continue to implement site and district created STEAM Units of Study that have been designed that integrate ELA, Math, and Language Development (Q-TEL: Quality Teaching of English Learner 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. There are three positions at Franklin that support interventions for student at Franklin: Library Assistant, In-School Resource Teacher and Resident Visiting Teacher (funded by the District). Funding for site the library assistant will allow students 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 Resident Visiting Teacher (general education teacher) will pull the groups of students for additional intervention group on the days that this teacher is not serving as a visiting teacher in a classroom. 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 and additional supplemental instructional supplies 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. ***Additional .2 FTE for the counselor position was approved by the principal and SSC. Funding will come from unused VAPA (09800) and the library assistant benefits that were declined in (30106).***

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01131Y	Library Asst –	0.30000	\$9,038.10	\$24,136.11	0113-30106-00-2231-2420-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Library Assistant to provide all students UTK-5 access to curriculum. Students can check out grade level fiction and non-fiction text.

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N0113C0	Supplies		\$4,000.00	\$4,000.00	0113-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Library Instructional Materials and Supplies: Picture Books, Chapter Books, Emergent Readers to include fiction and non-fiction titles for grades UTK-5.
*Additional Supports for this Strategy/Activity									
Literacy Intervention									
*Students to be served by this Strategy/Activity									
All students, including Students with Disabilities, English Learners and Black Youth, are served by this strategy.									
*Strategy/Activity - Description									
<p>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. Classroom teachers will also employ tier two strategies such as additional small group instruction and one to one instruction.</p> <p>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). Students will participate in Visual and Performance Arts "Specialist" Classroom in Visual Art, Music, Theatre and Dance through the Arts Education Project (AEP) in partnership with the Visual and Performing Arts (VAPA) Department. Teachers will utilize protocols for the analysis of student work and instructional implications as a result 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.</p> <p>Professional Development for the 2022-23 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. Teachers will engage in action research to pose a question to address a problem, collect and analyze data, come up with solution, analyze the solution in order to improve teaching and learning.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01131S	Inschool Resource Tchr –	0.40000	\$39,566.40	\$49,175.88	0113-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		In-School Resource Teacher will provide intervention for targeted group of student. Interventions offered in SST: Student Success Team are provided by In-School Resource Teacher.
N0113BO	PullOut/Push in Hrly		\$2,367.00	\$2,930.59	0113-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Funds to cover the additional salary of the In-School Resource Teacher.

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N0113C1	Supplies		\$6,000.00	\$6,000.00	0113-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional Materials: Guided Reading, Shared Reading Materials, school supplies needed English-Language Arts Instruction (notebooks, workbooks, student classrooms supplies in all Grades UTK-5.
*Additional Supports for this Strategy/Activity									
PLCs and Math instruction									
*Students to be served by this Strategy/Activity									
All students at Franklin will benefit from this strategy/activity in the area of Math , including the following subgroups: English Learners, black youth, and students with disabilities.									
*Strategy/Activity - Description									
<p>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.</p> <p>Also, Franklin teachers will continue to implement an inquiry-based pedagogy for instruction in math and using the district math lesson map 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, Paraeducators, 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.</p> <p>In addition, teachers will identify target students with need. After school tutoring by a classroom teacher, as time/availability permits, to tutor students below and close to meeting grade level standards.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0113Y	Classroom Teacher Hrly		\$2,423.00	\$2,999.91	0113-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Hourly funds to cover student intervention (i.e. before/after school academic tutoring, extended day math instruction).
N0113BT	Supplies		\$5,521.00	\$5,521.00	0113-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional Supplies to support instruction: math manipulative tools, supplemental curricular resources to integrate STEAM in math instruction. STEAM Bin supplies, items to promote real world/real life math experiences at school to promote student achievement.

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N0113BX	Interprogram Svc/Paper		\$800.00	\$800.00	0113-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional Materials needed for common assessments, end of unit review sheets, reproducible instructional aides to support student access to curriculum.
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***Additional Supports for this Strategy/Activity**

STEAM integration in Math

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

All Students, including English Learners, students with disabilities and black youth would all benefit from this goal.

***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.

Also, Franklin teachers will continue to implement an inquiry-based pedagogy for instruction in math and using the district math lesson map 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, Paraeducators, 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, teachers will identify target students with need. After school tutoring by a classroom teacher, as time/availability permits, to tutor students below and close to meeting grade level standards.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0113-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0113BT	Supplies for whole group instruction and small group support/intervention.

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

ELPAC Support

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

Professional Learning (Co-teaching English Language Development, Lesson Studies, Professional Development, Classroom observations)
 Access to instructional materials, including grade level appropriate text in school library.
 School library provides books in more than one language: Titles in Spanish and Titles in Vietnamese.
 Supplemental Materials for ELs

***Strategy/Activity - Description**

To support students and teacher with ELD, English Learners will take the ELPAC. Data from the ELPAC will help inform instruction within the classroom.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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

Instructional Strategies and STEAM

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

All students at Franklin will benefit from this strategy/activity in the areas of **ELA and Mathematics**, 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. 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.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0113BM	Interprogram Svcs/Paper		\$200.00	\$200.00	0113-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Copy paper to for instructional materials related to STEAM Instruction.
N0113BU	Supplies		\$4,756.00	\$4,756.00	0113-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional Materials to provide student access to curriculum. Classrooms supplies in all Grades UTK-5.
*Additional Supports for this Strategy/Activity									
PLCs									
*Students to be served by this Strategy/Activity									
All students with an emphasis on our students with disabilities.									
*Strategy/Activity - Description									
<p>Grade level PLCs will continue to meet 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.</p> <p>Professional Development for the 2022-2023 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.</p> <p>All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Black Youth, English Learners, students with disabilities, and Socioeconomically Disadvantaged students.</p> <p>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:</p> <ul style="list-style-type: none"> - STEAM Lessons in our STEAM Lab, TK-5 provided by our District STEAM Units and partnerships with Price Charities Foundation, Friends of Franklin Foundation, Ocean Discovery Institute - Arts instruction provided by The Arts Education Project (AEP) provided by the District's VAPA: Visual and Performing Arts Department. - TK-3 Arts integration funded by our partnership with Price Charities: Partnership with City Heights Music and The Rainforest Art Project. - Students in Grade 5 participate in our District Instrumental Music Program Weekly where students learn wind instruments for the entire school year. <p>Equity and Inclusion are at the center of all instructional programs and student experiences at Franklin Elementary STEAM Magnet School.</p> <p>***Additional .2 FTE for the counselor position was approved by the principal and SSC. Funding will come from unused VAPA (09800) and the library assistant benefits that were declined in (30106).***</p>									

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0113-09800-00-5738-1000-1110-01000-1313	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0113BS	Arts Education Project: VAPA Rotations to provide PLC Structure for teachers to collaborate to improve student achievement.
*Additional Supports for this Strategy/Activity									
Equity Team									
*Students to be served by this Strategy/Activity									
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.									
*Strategy/Activity - Description									
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.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor -				0113-00010-00-1210-3110-0000-01000-3999	Position Allocation	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F01131W	School counselor to collaborate with teachers and coordinate the Student Equity Team.
	School Counselor -				0113-74220-00-1210-3110-0000-01000-3999	In-Person Instruction Grant	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F01131X	School counselor to collaborate with teachers and coordinate the Student Equity Team.
*Additional Supports for this Strategy/Activity									

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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) applied 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 the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Continue to provide translation and childcare for parent training/meetings. Also, 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

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training and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement

***Identified Need**

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.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Letting you (parents) know how your child is doing in between report cards.	63%	80%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	76%	86%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Parent feels welcome to participate at school.	87%	97%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Capacity Building: Parent Training / Workshops - Committee Members will attend SSC Training for the 22-23 academic school	20%	50%	Committee Attendance

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June 2023	Volunteers	year. Increase the number of parent volunteers on campus.	8% (24/362)	30% (110/362)	Other - Describe in Objective				
Parent Supports									
*Families to be served by this Strategy/Activity									
All families and students at the school will benefit from this strategy/activity.									
*Strategy/Activity - Description									
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.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N011327	Software License		\$200.00	\$200.00	0113-30103-00-5841-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Software License for Parent Communication - School Newsletter sent via Smore "The Flyer Family Update"
N0113BV	Other Support Prsnl PARAS Hrly		\$200.00	\$274.02	0113-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Hourly to provide childcare for evening events.
N0113BW	Postage Expense		\$200.00	\$200.00	0113-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage to send communication of parent events and workshops to families.
N0113BY	Inservice supplies		\$400.00	\$400.00	0113-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments associated with parent training/workshops (Parent Advisory Groups and/or Parent Committees)
N0113BZ	Counselor Hrly		\$500.00	\$619.05	0113-30103-00-1260-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Counselor hourly for counselor to provide parent workshops and to promote home-school connection.

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

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.

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 63,320
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 136,960

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)	\$ 38,892
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 38,892

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)	\$ 34,748
[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): \$ 34,748

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 136,960

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Franklin Elementary	09800 LCFF Intervention Support	(blank)	5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	3,560.00	0	\$3,560.00
Franklin Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	31,188.00	0	\$31,188.00
Franklin Elementary		(blank) Total				0	\$34,748.00
Franklin Elementary	09800 LCFF Intervention Support Total					0	\$34,748.00
Franklin Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	39,566.40	0.4	\$39,566.40
Franklin Elementary			3000 Benefits			0	\$9,609.48
Franklin Elementary		Inschool Resource Tchr Total				0.4	\$49,175.88
Franklin Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	2,423.00	0	\$2,423.00
Franklin Elementary			1159 PullOut/Push in Hrly	PullOut/Push in Hrly	2,367.00	0	\$2,367.00
Franklin Elementary			3000 Benefits			0	\$1,140.50
Franklin Elementary			4301 Supplies	Supplies	5,521.00	0	\$5,521.00
Franklin Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	1,000.00	0	\$1,000.00
Franklin Elementary		(blank) Total				0	\$12,451.50
Franklin Elementary	30100 Title I Basic Program Total					0.4	\$61,627.38
Franklin Elementary	30103 Title I Parent Involvement	(blank)	1260 Counselor Hrly	Counselor Hrly	500	0	\$500.00
Franklin Elementary			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	200	0	\$200.00
Franklin Elementary			3000 Benefits			0	\$193.07
Franklin Elementary			4304 Inservice supplies	Inservice supplies	400	0	\$400.00
Franklin Elementary			5841 Software License	Software License	200	0	\$200.00
Franklin Elementary			5920 Postage Expense	Postage Expense	200	0	\$200.00
Franklin Elementary		(blank) Total				0	\$1,693.07
Franklin Elementary	30103 Title I Parent Involvement Total					0	\$1,693.07
Franklin Elementary	30106 Title I Supplmnt Prog Imprvmnt	Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	9,038.10	0.3	\$9,038.10
Franklin Elementary			3000 Benefits			0	\$15,098.01
Franklin Elementary		Library Asst Total				0.3	\$24,136.11
Franklin Elementary		(blank)	4301 Supplies	Supplies	14,756.00	0	\$14,756.00
Franklin Elementary		(blank) Total				0	\$14,756.00
Franklin Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0.3	\$38,892.11

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Franklin Elementary STEAM Magnet School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Franklin Elementary STEAM Magnet School was jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) The family engagement policy is shared in our annual Back-to-School Night in the principal's meeting. The family engagement policy is developed with parent input throughout the school year and the policy is adopted by the School Site Council each school year.

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 Days.

Franklin has distributed the policy to parents of Title I students. The policy is available at the September Back-to-School Night/Parent Orientation and copies are available in the Welcome Room just outside of the front office.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Franklin Elementary STEAM Magnet School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

- This meeting occurs annually at Back to School Night in September.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- Monthly Family Thursday meetings are held by individual classrooms 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 and STEAM Experience Night (Open House) in April in the evening.
- Student 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.
- PTA General Meetings are held in the evenings 4 times a year.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

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.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- 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.
- ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- Information regarding curriculum, proficiency levels, and assessment strategies are shared with parents on Back-to-School night in September.

- Parent conferences held in the fall and spring give parents updates on their child's progress.
- iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
- 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.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

- Parents can submit comments to our Site Governance Team (SGT) and School Site Council (SSC) and attend meetings to provide public comment. All comments will be shared during the public comment time of the meeting.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
- An overview of State Standards are shared at Back-to-School Night.
 - Parent conferencing allows teachers to share a student's progress in meeting State Content Standards and tips for improving academic achievement.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[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 and hosts Family mornings.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- The school encourages parents to volunteer in the classroom/school.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- All programs encourage Title 1 parents to be involved in their child's education. For example, Family Wednesdays and Principal's Office Hours/Chats, Character Trait Awards.
- We have a parent room, "The Welcome Room" on campus with resources and information for parents.
- On-going school collaboration with Parent Teacher Association "Welcome Wagon Committee" to welcome new parents and provide personalized support to encourage increased Parent Involvement school-wide.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- Parent Communication sent on a weekly and monthly basis from school is sent home via PowerSchool and Remind sent in the native language of families.

- Classroom communication sent via Remind and PowerSchool (email and text message) has translation features to provide communication in families' native language.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

This policy was adopted by Franklin Elementary STEAM Magnet on September 20, 2022 and will be in effect for the period of 2022-2023.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 7, 2022 via email and school website.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Franklin Elementary STEAM Magnet School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Interpreters are available at parent events such as Family Days 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).

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Franklin Elementary STEAM Magnet School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
- Monthly Family Wednesday/Principal's Chat meetings are held in the morning for all parents by classroom 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 and STEAM Experience Night or Open House in April in the evening.
 - Student performances.
 - 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 educational progress.
 - 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 and school.
 - The school provides programs such as Raising A Reader, classes for parents by the Family and Community Engagement department and Hoover Cluster Wellness Council and Leader In Me School.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- The Title 1 Parent Engagement Policy is presented online on our school website. In the brick and mortar school setting, the policy is distributed via email to parents at the September Back-to-School Night/Parent Orientation and paper copy upon request.
- 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 1 Parent Engagement Policy is reviewed, updated, and approved annually by the School Site Council.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- Information regarding curriculum, proficiency levels, and assessment strategies are shared with parents on Back-to-School night in September.
- Parent conferences held in the fall and spring give parents updates on their child's progress.
- Parent conferencing and IEP meetings allow parents to give input on their child's education.
- Parents can request a Student Success Team / Student Study Team meeting if they have concerns regarding their child's progress.
- Parent/teacher meetings and parent/ Principal Meetings are available upon request.
- Students bring home feedback from classroom assignments, graded formal/informal assessments, including, but not limited to: exit slips, quizzes, end of unit tests, etc.
- Parent-Teacher Conference
- Student Success Team / Student Study Team for students who need additional support.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- All programs encourage Title 1 parents to be involved in their child’s education. For example, Family Wednesdays and Principal’s Office Hours/Chats, Character Trait Awards.
- We have a parent room, “The Welcome Room” on campus with resources and information for parents.
- On-going school collaboration with Parent Teacher Association “Welcome Wagon Committee” to welcome new parents and provide personalized support to encourage increased Parent Involvement school-wide.
- 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
 - 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
- Professional development for teachers includes strategies to encourage and enhance parent involvement.
- The school encourages parents to volunteer in the classroom.
- Franklin has previously purchased Raz Kids (A to Z Reading), Brain-Pop, Time for Kids, Leader in Me, and Mystery Science to provide enrichment materials parents can use at home with their children.
- Interpreters are available at parent events such as Family Wednesdays 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 and 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.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

Franklin Elementary (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

[Pivot Data by StudentGroups](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Blue	None	None	Yellow	Yellow
English Learners	Orange	Blue	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Green	None	None	Orange	Orange
Students with Disabilities	Red	Orange	None	None	None	None
African American	Orange	Blue	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Blue	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Orange	None	None	None	None
Two or More Races	None	None	None	None	None	None



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	124	36.3	124	37.9	129	42.6	147	49.0	167	41.9	5.6	-7.1	124	30.6	124	34.7	129	34.9	147	40.8	166	31.9	1.3	-8.9
Female	64	28.1	68	36.8	59	45.8	72	45.8	89	43.8	15.7	-2.0	64	18.8	68	32.4	59	32.2	72	33.3	88	28.4	9.6	-4.9
Male	60	45.0	56	39.3	70	40.0	75	52.0	78	39.7	-5.3	-12.3	60	43.3	56	37.5	70	37.1	75	48.0	78	35.9	-7.4	-12.1
African American	13	53.8	13	38.5	13	30.8	12	33.3	11	27.3	-26.5	-6.0	13	46.2	13	46.2	13	15.4	12	33.3	11	0.0	-46.2	-33.3
Asian	0	-	0	-	0	-	25	60.0	31	25.8	-	-34.2	0	-	0	-	0	-	25	48.0	31	32.3	-	-15.7
Filipino	0	-	0	-	0	-	2	-	2	-	-	-	0	-	0	-	0	-	2	-	2	-	-	-
Hispanic	72	23.6	75	30.7	76	35.5	86	39.5	83	31.3	7.7	-8.2	72	16.7	75	25.3	76	30.3	86	33.7	82	22.0	5.3	-11.7
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	-	1	-	8	-	18	83.3	32	84.4	-	1.1	6	-	1	-	8	-	18	61.1	32	65.6	-	4.5
Multiracial	5	-	6	-	4	-	4	-	8	-	-	-	5	-	6	-	4	-	4	-	8	-	-	-
English Learner	47	19.1	34	14.7	42	16.7	43	18.6	22	0.0	-19.1	-18.6	47	25.5	35	20.0	42	16.7	43	18.6	22	0.0	-25.5	-18.6
English-Speaking	77	46.8	90	46.7	87	55.2	104	61.5	145	48.3	1.5	-13.2	77	33.8	89	40.4	87	43.7	104	50.0	144	36.8	3.0	-13.2
Reclassified†	29	72.4	44	52.3	33	60.6	29	72.4	37	32.4	-40.0	-40.0	29	51.7	44	47.7	33	48.5	29	48.3	37	29.7	-22.0	-18.6
Initially Eng. Speaking	48	31.3	46	41.3	54	51.9	75	57.3	108	53.7	22.4	-3.6	48	22.9	45	33.3	54	40.7	75	50.7	107	39.3	16.4	-11.4
Econ. Disadv.*	118	35.6	112	37.5	111	40.5	115	40.0	98	30.6	-5.0	-9.4	118	31.4	112	35.7	111	32.4	115	33.9	98	21.4	-10.0	-12.5
Non-Econ. Disadv.	6	-	12	41.7	18	55.6	32	81.3	69	58.0	-	-23.3	6	-	12	25.0	18	50.0	32	65.6	68	47.1	-	-18.5
Gifted	26	65.4	22	59.1	12	66.7	20	85.0	11	72.7	7.3	-12.3	26	50.0	21	57.1	12	66.7	20	90.0	11	72.7	22.7	-17.3
Not Gifted	98	28.6	102	33.3	117	40.2	127	43.3	156	39.7	11.1	-3.6	98	25.5	103	30.1	117	31.6	127	33.1	155	29.0	3.5	-4.1
With Disabilities	0	-	12	0.0	13	7.7	18	16.7	15	13.3	-	-3.4	13	0.0	12	0.0	13	15.4	18	11.1	15	13.3	13.3	2.2
WO Disabilities	111	40.5	112	42.0	116	46.6	129	53.5	152	44.7	4.2	-8.8	111	34.2	112	38.4	116	37.1	129	45.0	151	33.8	-0.4	-11.2
Homeless	9	-	8	-	7	-	6	-	6	-	-	-	9	-	8	-	7	-	6	-	7	-	-	-
Foster	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	4	-	7	-	3	-	-	-	6	-	4	-	4	-	7	-	4	-	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	47	40.4	37	54.1	38	63.2	0	-	58	46.6	6.2	-	47	51.1	37	59.5	38	60.5	53	60.4	57	43.9	-7.2	-16.5
Female	24	41.7	24	50.0	13	69.2	0	-	33	45.5	3.8	-	24	45.8	24	62.5	13	61.5	27	51.9	32	40.6	-5.2	-11.3
Male	23	39.1	13	61.5	25	60.0	0	-	25	48.0	8.9	-	23	56.5	13	53.8	25	60.0	26	69.2	25	48.0	-8.5	-21.2
African American	7	-	4	-	2	-	0	-	3	-	-	-	7	-	4	-	2	-	7	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	5	-	8	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	24	29.2	22	50.0	23	52.2	0	-	28	28.6	-0.6	-	24	37.5	22	59.1	23	52.2	29	55.2	27	33.3	-4.2	-21.9
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	3	-	1	-	5	-	0	-	16	87.5	-	-	3	-	1	-	5	-	8	-	16	75.0	-	-
Multiracial	1	-	2	-	0	-	0	-	3	-	-	-	1	-	2	-	0	-	3	-	3	-	-	-
English Learner	23	30.4	14	35.7	13	23.1	0	-	8	-	-	-	23	43.5	14	50.0	13	30.8	9	-	8	-	-	-
English-Speaking	24	50.0	23	65.2	25	84.0	0	-	50	54.0	4.0	-	24	58.3	23	65.2	25	76.0	44	65.9	49	51.0	-7.3	-14.9
Reclassified†	7	-	5	-	8	-	0	-	4	-	-	-	7	-	5	-	8	-	12	66.7	4	-	-	-
Initially Eng. Speaking	17	29.4	18	55.6	17	82.4	0	-	46	56.5	27.1	-	17	41.2	18	55.6	17	70.6	32	65.6	45	53.3	12.1	-12.3
Econ. Disadv.*	47	40.4	33	54.5	29	55.2	0	-	28	32.1	-8.3	-	47	51.1	33	60.6	29	55.2	36	47.2	28	32.1	-19.0	-15.1
Non-Econ. Disadv.	6	-	4	-	9	-	0	-	30	60.0	-	-	0	-	4	-	9	-	17	88.2	29	55.2	-	-33.0
Gifted	7	-	4	-	2	-	0	-	11	72.7	-	-	7	-	4	-	2	-	11	100.0	11	72.7	-	-27.3
Not Gifted	40	37.5	33	48.5	36	61.1	0	-	58	46.6	9.1	-	40	45.0	33	54.5	36	58.3	42	50.0	57	43.9	-1.1	-6.1
With Disabilities	0	-	3	-	2	-	0	-	6	-	-	-	4	-	3	-	2	-	9	-	6	-	-	-
WO Disabilities	43	44.2	34	58.8	36	63.9	0	-	52	50.0	5.8	-	43	55.8	34	64.7	36	58.3	44	68.2	51	47.1	-8.7	-21.1
Homeless	9	-	2	-	1	-	0	-	2	-	-	-	0	-	2	-	1	-	6	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	2	-	-	-	1	-	1	-	1	-	5	-	2	-	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	41	31.7	49	32.7	44	45.5	0	-	49	42.9	11.2	-	41	17.1	50	28.0	44	34.1	48	45.8	49	24.5	7.4	-21.3
Female	21	19.0	24	37.5	25	52.0	0	-	27	44.4	25.4	-	21	0.0	24	29.2	25	32.0	17	47.1	27	14.8	14.8	-32.3
Male	20	45.0	25	28.0	19	36.8	0	-	22	40.9	-4.1	-	20	35.0	26	26.9	19	36.8	31	45.2	22	36.4	1.4	-8.8
African American	3	-	7	-	4	-	0	-	6	-	-	-	3	-	7	-	4	-	1	-	6	-	-	-
Asian	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	8	-	8	-	-	-
Filipino	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Hispanic	26	23.1	27	25.9	27	40.7	0	-	21	33.3	10.2	-	26	3.8	28	17.9	27	33.3	31	35.5	21	9.5	5.7	-26.0
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	1	-	0	-	2	-	0	-	10	70.0	-	-	1	-	0	-	2	-	7	-	10	60.0	-	-
Multiracial	3	-	2	-	2	-	0	-	2	-	-	-	3	-	2	-	2	-	0	-	2	-	-	-
English Learner	16	12.5	12	0.0	14	28.6	0	-	7	-	-	-	16	12.5	13	0.0	14	21.4	18	22.2	7	-	-	-
English-Speaking	25	44.0	37	43.2	30	53.3	0	-	42	50.0	6.0	-	25	20.0	37	37.8	30	40.0	30	60.0	42	28.6	8.6	-31.4
Reclassified†	8	-	21	47.6	8	-	0	-	12	50.0	-	-	8	-	21	47.6	8	-	7	-	12	25.0	-	-
Initially Eng. Speaking	17	29.4	16	37.5	22	40.9	0	-	30	50.0	20.6	-	17	11.8	16	25.0	22	31.8	23	65.2	30	30.0	18.2	-35.2
Econ. Disadv.*	37	29.7	45	31.1	40	45.0	0	-	33	30.3	0.6	-	37	16.2	46	28.3	40	32.5	39	43.6	33	12.1	-4.1	-31.5
Non-Econ. Disadv.	4	-	4	-	4	-	0	-	16	68.8	-	-	4	-	4	-	4	-	9	-	16	50.0	-	-
Gifted	9	-	7	-	4	-	0	-	4	-	-	-	9	-	7	-	4	-	4	-	4	-	-	-
Not Gifted	32	25.0	42	31.0	40	42.5	0	-	45	40.0	15.0	-	32	15.6	43	23.3	40	30.0	44	40.9	45	17.8	2.2	-23.1
With Disabilities	0	-	4	-	5	-	0	-	4	-	-	-	6	-	4	-	5	-	3	-	4	-	-	-
WO Disabilities	35	37.1	45	35.6	39	51.3	0	-	45	44.4	7.3	-	35	20.0	46	30.4	39	38.5	45	48.9	45	24.4	4.4	-24.5
Homeless	6	-	1	-	5	-	0	-	3	-	-	-	6	-	1	-	5	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	1	-	0	-	1	-	-	-	4	-	2	-	1	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	36	36.1	38	28.9	47	23.4	0	-	60	36.7	0.6	-	36	19.4	37	18.9	47	14.9	46	13.0	60	26.7	7.3	13.7
Female	19	21.1	20	20.0	21	23.8	0	-	29	41.4	20.3	-	19	5.3	20	0.0	21	14.3	28	7.1	29	27.6	22.3	20.5
Male	17	52.9	18	38.9	26	23.1	0	-	31	32.3	-20.6	-	17	35.3	17	41.2	26	15.4	18	22.2	31	25.8	-9.5	3.6
African American	3	-	2	-	7	-	0	-	2	-	-	-	3	-	2	-	7	-	4	-	2	-	-	-
Asian	0	-	0	-	0	-	0	-	15	13.3	-	-	0	-	0	-	0	-	12	33.3	15	33.3	-	0.0
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	22	18.2	26	19.2	26	15.4	0	-	34	32.4	14.2	-	22	9.1	25	4.0	26	7.7	26	7.7	34	20.6	11.5	12.9
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	-	0	-	1	-	0	-	6	-	-	-	2	-	0	-	1	-	3	-	6	-	-	-
Multiracial	1	-	2	-	2	-	0	-	3	-	-	-	1	-	2	-	2	-	1	-	3	-	-	-
English Learner	8	-	8	-	15	0.0	0	-	7	-	-	-	8	-	8	-	15	0.0	16	6.3	7	-	-	-
English-Speaking	28	46.4	30	36.7	32	34.4	0	-	53	41.5	-4.9	-	28	25.0	29	24.1	32	21.9	30	16.7	53	30.2	5.2	13.5
Reclassified†	14	57.1	18	44.4	17	35.3	0	-	21	23.8	-33.3	-	14	35.7	18	33.3	17	23.5	10	30.0	21	33.3	-2.4	3.3
Initially Eng. Speaking	14	35.7	12	25.0	15	33.3	0	-	32	53.1	17.4	-	14	14.3	11	9.1	15	20.0	20	10.0	32	28.1	13.8	18.1
Econ. Disadv.*	34	35.3	34	29.4	42	26.2	0	-	37	29.7	-5.6	-	34	20.6	33	21.2	42	16.7	40	12.5	37	21.6	1.0	9.1
Non-Econ. Disadv.	2	-	4	-	5	-	0	-	23	47.8	-	-	2	-	4	-	5	-	6	-	23	34.8	-	-
Gifted	10	80.0	11	54.5	6	-	0	-	7	-	-	-	10	50.0	10	40.0	6	-	5	-	7	-	-	-
Not Gifted	26	19.2	27	18.5	41	19.5	0	-	53	32.1	12.9	-	26	7.7	27	11.1	41	9.8	41	7.3	53	22.6	14.9	15.3
With Disabilities	0	-	5	-	6	-	0	-	5	-	-	-	3	-	5	-	6	-	6	-	5	-	-	-
WO Disabilities	33	39.4	33	33.3	41	26.8	0	-	55	40.0	0.6	-	33	21.2	32	21.9	41	17.1	40	15.0	55	29.1	7.9	14.1
Homeless	9	-	5	-	1	-	0	-	1	-	-	-	3	-	5	-	1	-	4	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	2	-	0	-	0	-	-	-	1	-	1	-	2	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: FRANKLIN ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Instructional Supports

***Strategy/Activity - Description**

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. 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Franklin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Supplemental instructional supplies to support our development of STEAM units throughout our curriculum.	Materials secured.	Not all materials used within the school year.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

Literacy Intervention

***Strategy/Activity - Description**

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 as a result 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 2021-22 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.

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

Directions:

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

Guiding Questions:

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

Franklin Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$17,000.00	09800-4301	Supplemental learning and teaching materials to support the development of alternative and intervention lessons. This money will also support the families who need additional instructional materials for at home learning.	Supplies were delivered to classrooms.	Some materials came later in the year which meant that students during the current academic school year did not get a chance to use them as much.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

Goal 3 - Mathematics

PLCs and Math instruction

***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. Also, Franklin teachers will continue to implement an inquiry-based pedagogy for instruction in math and using the district math lesson map 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, Paraeducators, 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.
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Franklin Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	To provide hourly time for PLCs to collaborate on common tasks to identify students who are at risk of not mastering grade level standards in mathematics. Emphasis on our unduplicated students and students with disabilities.	Teachers did not work after hours with students.	No additional intervention outside of the school day was provided. Only intervention during the academic school day was provided by classroom teacher.	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	To provide release time for PLCs to collaborate on common tasks to identify students who are at risk of not mastering grade level standards in mathematics. Emphasis on our unduplicated students and students with disabilities. if staffing does not allow for release time SSC will transfer budget to	Teachers had some opportunities to collaborate with colleagues in PLCs. Common instructional planning. Teachers worked together to create safe and productive learning environments.	Not all teachers were able to be released from classrooms due to shortage of staffing. Minimal time dedicated to professional learning due to shortage in staff.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system. Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

Franklin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				classroom hourly for PD.			
Supplies	--	--	09800-4301	Supplemental supplies to provide access to our unduplicated students who do not have access to these unique learning materials.	Supplies delivered to teachers and classrooms.	Teachers received some materials such as books late in the year—students were beyond the level of books received.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

STEAM integration in Math

***Strategy/Activity - Description**

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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.
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Franklin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$10,649.91	09800-1192	Use of release time to support teacher collaboration on the integration of STEAM within math units/lessons being currently used. If staffing does not allow for visiting teachers SSC will transfer budget to teacher hourly for PD.	Staff STEAM lessons created by teachers working in collaboration in PLCs. Refinement of STEAM Units and incorporation of new District STEAM Units through the Office of Innovation.	Staffing shortages made it difficult to find substitutes/visiting teaching staff to provide release time for teachers.	
Classroom Teacher Hrly		\$3,000.05	09800-1157	To support teachers meeting as grade levels, after hours, to develop and collaborate on math interventions for at risk	Teachers were able to analyze student work and interpret student data with grade level colleagues and in grade level spans (i.e. K-1 and 4-5)	Not all grade levels met on a regular basis due to time constraints.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

Franklin Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				students. An emphasis will be on engagement and using STEAM as the way to get students into the content.			
Supplies	--	--	09800-4301	Supplemental instructional materials to support student access to the instructional content of the STEAM integration in Mathematics.	Supplies were delivered to classrooms.	Not enough time to use all supplies/materials due to shipping delays.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

Goal 4- Supporting English Learners

Instructional Strategies including QTEL and STEAM integration.

***Strategy/Activity - Description**

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). 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	09800-1157	Hourly time for PLC's to meet and look at how	Teachers monitoring student progress and made	Time constraints made it difficult to meet on a regular	

Franklin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				English Learners are advancing toward grade level standards. Time will be spent on developing instructional routines to support our EL's.	instructional moves based on student feedback.	basis.	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PD Visiting Teachers for PLC's to meet and look at how English Learners are advancing toward grade level standards. Time will be spent on developing instructional routines to support our EL's. If staffing does not allow for visiting teachers money will be transferred to teacher hourly for PD.	Teachers were able to analyze student work and interpret student data with grade level colleagues and in grade level spans (i.e. K-1 and 4-5) Students were able to receive guaranteed viable curriculum.	Time constraints made it difficult to meet on a regular basis.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

STEAM Integration and PD

***Strategy/Activity - Description**

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.

Franklin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	09800-1157	To provide Hourly release time for teachers to meet as Grade levels and review student work in the	Creation of common assessments and rubrics to inform instruction.	Time constraints made it difficult to meet on a regular basis.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine

Franklin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				integration of STEAM and the impact on curricular standard achievement. Emphasis on English Learners.			system.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	To provide release time for teachers to meet as Grade levels and review student work in the integration of STEAM and the impact on curricular standard achievement. Emphasis on English Learners.	N/A Release time was difficult due to staffing shortage.	Time constraints made it difficult to meet on a regular basis.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.
Supplies	--	--	09800-4301	To provide students with access to learning materials for the units that have integrated STEAM	Supplies delivered to classrooms.	Not all supplies used within the calendar year.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

ELPAC Support

***Strategy/Activity - Description**

To support students and teacher with ELD, English Learners will take the ELPAC. Data from the ELPAC will help inform instruction within the classroom.

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

Directions:

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

Guiding Questions:

Franklin Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly		\$3,000.05	09800-1957	Teacher hourly to support the implementation of the ELPAC	In-school resource teacher provided support. Para did not provide support this year.	Expenditure did not occur. Other staff translated meetings.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.
Other Support Prsnl PARAS Hrly		\$3,399.12	09800-2281	Para hourly to support communication with parents about the ELPAC and to support with implementation of the ELPAC	In-school resource teacher provided support. Para did not provide support this year.	Expenditure did not occur. Other staff translated meetings.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

Goal 7 - Family Engagement							
Parent Supports							
*Strategy/Activity - Description							
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.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Support Prsnl PARAS Hrly	--	--	09800-2281	Translation services for parent meetings.	N/A	Expenditure did not occur. Other staff translated meetings.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine

Goal 8- Graduation/Promotion Rate

Instructional Support

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.
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Franklin Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly		\$2,000.34	09800-2151	Classroom Paras to provide direct support in the classroom to at risk students. Support to concentrate on meeting Literacy standards.	N/A	N/A Due to staffing shortage this expenditure did not occur.	

What are my leadership strategies in service of the goals?

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: FRANKLIN ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor and Guidance Assistant Support

***Strategy/Activity - Description**

To accomplish these goals, the school counselor and 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. Also, the 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 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. Contacts will be made by office staff, administrators, support staff, or counselors.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Guidance Asst -	0.40000	\$17,364.31	30106-2404	Guidance assistant will complement the work of the counselor. Working with students and families to increase attendance and provide resources to families who are at risk.	Position was not filled. N/A	N/A	N/A

Positive Culture Support

***Strategy/Activity - Description**

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, 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

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

Directions:

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

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$7,123.00	30106-4301	Supplemental instructional supplies to support students with chronic absences with the appropriate learning materials to offset lost educational time at school. These supplies will support scaffolded learning that the students may have	Supplies purchased.	Not all materials arrived when needed.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				missed in the classroom.			
Classroom Teacher Hrly		\$2,942.54	30100-1157	Teachers will support families and students after hours with meetings and support the attendance team with outreach and providing resources to parents and students.	Attendance Team reached out to students who were chronically absent and to provide supports to improve attendance.	Students still chronically absent. Illness and other factors contributed to student absences.	Examination of current structure in place to address and/or revise goal. Creation of a site plan to refine system.
Guidance Asst -	--	--	30106-2404	Guidance assistant will be part of the Franklin attendance support team. Will serve as a direct liaison to families and students.	N/A Guidance Assistant position not filled.	N/A	N/A

Software to support parent engagement.

***Strategy/Activity - Description**

To provide access to all parents via text message and email. Translation services will also be provided. This will also support "two way communication" through office hours and other site based meetings.

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

Directions:

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

Guiding Questions:

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) and why? Include	What is not working (ineffective)	Modifications based on
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Franklin Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Software License		\$3,500.00	30100-5841	Parent communication with software such as Smore and Remind.	More parents involved in school community.	Not all families participate. More representation is needed.	Examination of current structure in place to address or revise goal.

Goal 2 - English Language Arts

Enrichment Resources

***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: 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	30106-1157	Teacher hourly to support teachers after hours for professional development within our STEAM program. The focus will be on developing literacy cross curricular.	Additional instruction for STEAM did not occur during the 22-23 school year due to staffing shortages.	N/A	N/A
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Release time to provide teachers an opportunity to meet in grade levels and examine the integration of STEAM within their curriculum. If staffing prevents the use of this the SSC will authorize a transfer to classroom hourly to support PD.	Curriculum planning /development for STEAM did not occur during the 22-23 school year due to staffing shortages.	N/A	N/A

Instructional Supports

***Strategy/Activity - Description**

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

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Library Asst - Vacancy, SBB2528109	0.30000	\$23,252.37	30100-2231	Library tech will support students and teachers with learning materials that meet the cross curricular demands of our STEAM program. Library tech will also support with the integration of technology for students.	Library Tech ran library and provided students with access to literacy materials.	Not all classes had equal access due to scheduling constraints.	Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal.
Classroom Teacher Hrly	--	--	30106-1157	Teacher hourly to support teachers after hours for professional development within our STEAM program. The focus will be on developing literacy cross curricular.	PD for STEAM did not occur during the 22-23 school year due to staffing shortages.	N/A	Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Release time to provide teachers an opportunity to meet in grade levels and examine the integration of STEAM within their curriculum. If staffing prevents the use of	SSC vote on classroom hourly for teams to meet outside of work hours.	Structures not in place for consistency.	Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal. Examination of current structure in place to address or revise goal.

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				this the SSC will authorize a transfer to classroom hourly to support PD.			Creation of a site plan to refine system. address or revise goal.
Inschool Resource Tchr -	--	--	30100-1109	Literacy intervention support teacher will work with students to support the development of academic language within the STEAM emphasis.	Teacher met with target students. Data showed overall growth in reading skills.	More data points needed to track progress monitoring.	Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal.

Literacy Intervention

*Strategy/Activity - Description

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 as a result 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 2021-22 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.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.40000	\$46,132.34	30100-1109	In school Resource teacher will support staff and students with a direct ability to provide literacy support to students in small group and individual settings. This position will also support ELA and grade level PLCs with resources for developing appropriate interventions for students.	Teacher met with target students. Data showed overall growth in reading skills.	Need for more data points – progress monitoring.	Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal.

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly		\$3,000.05	30106-1157	To support after hours work on professional development. This time allows staff an opportunity to meet in PLCs and review student work and student achievement in ELA standards.	Teacher met with target students. Data showed overall growth in reading skills.	Staffing shortage created inconsistency.	Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal.
Prof&Curriclm Dev Vist Tchr		\$14,174.73	30106-1192	Release time for teachers to meet as PLCs and discuss student work and achievement toward standards. Teachers will look at existing curriculum and look to develop intervention strategies and supports for struggling learners. If staffing does not allow for visiting teachers SSC will authorize budget to be transferred to teacher hourly to support PD.	Teachers met and improved teacher practice. Developed lessons for interventions and supports. Collected student data and work samples.	Meetings inconsistent.	Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal.

Goal 5 - Supporting Students with Disabilities

Instructional strategies and STEAM

***Strategy/Activity - Description**

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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	30100-5841	Assistive technology to provide access to	N/A	N/A	N/A

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				our students with disabilities.			
Classroom Teacher Hrly	--	--	30106-1157	Hourly time for resource teacher to meet with grade level teams to support access and scaffolded lessons for our students with disabilities.	N/A	N/A	N/A
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Professional development release time for resource teachers to participate in PLCs and support with information and resources about our students with disabilities.	N/A	N/A	N/A

PLCs

*Strategy/Activity - Description

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

Franklin Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Kindergarten: Capoiara
- 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.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	30106-1157	Hourly time to support resource teachers in their modifications of the STEAM lessons to allow	Students received instructional support. Student received interventions	Intervention doesn't occur on a regular basis.	Examination of current structure in place to address or revise goal. Creation of a site plan to refine

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				for access for our students with disabilities.			system. address or revise goal.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Release time for resource teachers to participate in the PLC development of STEAM integration lessons. Resource teacher will provide information about modifications and ideas about supportive materials.	Teachers planned collaboratively and monitored student progress. Discuss around student skills.	Not all meetings are consistent.	Considered other PD opportunities and teacher capacity. Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal.

Goal 7 - Family Engagement

Parent Supports

***Strategy/Activity - Description**

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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Postage Expense		\$200.00	30103-5920	To support parent mailers and communication about school events.	Parents Notified	Families may have or may have not received the information.	Examination of current structure in place to address or revise goal. Creation of a site plan to refine

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							system. address or revise goal.
Other Support Prsnl PARAS Hrly		\$432.54	30103-2281	Child care for parents to be able to attend parent meetings.	N/A Other Support Prsnl Paras hourly was not filled.	N/A	N/A
Tech Professional OTBS Hrly		\$199.65	30103-2455	Translation services for parents	No events held where translation was needed.	N/A	Calendar events for the following year.
Interprogram Svcs/Duplicating		\$800.00	30103-5721	Duplicating for parent notifications and meeting supplies.	Items were prepared for parents and families.	Increase of information sent home to families	Structure for notification of families of important events.
Software License		\$200.00	30103-5841	Software support for parent notifications and information about the school and their students.	Software was use to support parent engagement.	Increased parent participation.	Monitoring data – content interaction.

Goal 8- Graduation/Promotion Rate

Instructional Support

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

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					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly		\$2,000.34	30106-2151	Classroom Paras to provide direct support in the classroom to at risk students. Support to concentrate on meeting Literacy standards.	N/A	N/A	N/A
Inschool Resource Tchr -	--	--	30100-1109	Literacy intervention support teacher to work with teachers on targeting at risk readers at grade 3 and 5. In school resource teacher to support with student interventions.	Interventions provided for target students. Student growth in reading skills.	Limited grade levels. Not all students in all grade levels received intervention.	Shift in target students. Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal.
Guidance Asst -	--	--	30106-2404	Guidance assistant to provide families and students with supportive resources to support Literacy	N/A Position was not filled.	N/A	N/A

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				achievement and promotion goals.			
Library Asst -	--	--	30100-2231	Library assistant to provide engaging supplemental lessons to support literacy goals.	Students access literacy materials	Increased participation and use of school library. Provided lots of supervision.	Modified schedule. Examination of current structure in place to address or revise goal. Creation of a site plan to refine system. address or revise goal.

Goal 6 - Supporting Black Youth

Equity Team

***Strategy/Activity - Description**

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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst -	--	--	30106-2404	Guidance assistant will provide support for students and families that are in need.	N/A Position was not filled.	N/A	N/A

What are my leadership strategies in service of the goals?