

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Franklin Elementary School

50711676052690
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 15, 2023

Local Board Approval Date

June 20, 2023

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:

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Section 1 School Mission Statement and Description

School Mission Statement:

The aim of Franklin Elementary School is to teach all students:

- * To read with understanding and enjoyment; to communicate effectively in writing;
- * To apply listening and speaking skills in a variety of contexts;
- * To master the English language and application of mathematics;
- * To understand the fundamental concepts, terms, and processes of science;
- * To value democratic ideals;
- * To help all students develop character traits, appropriate behavior, self-discipline, decision-making abilities, and respect for other cultures;
- * To appreciate art, drama, dance, and music; and
- * To understand the value of physical fitness and wellness while developing essential academic skills.

The aim of staff development at Franklin Elementary is to increase the skills and knowledge needed to implement effective teaching strategies in a safe, supportive, and nurturing environment.

School Description:

Franklin Elementary School is an urban, public school located in west Modesto, California, approximately one mile from the District's central office, which was the original location of Franklin Elementary School. Our enrollment is 752 students in Transitional Kindergarten through sixth grade. Additionally, we have 69 Head Start and State Preschool children on our campus, for a school wide enrollment of 821 students.

Our campus is diverse and comprised of approximately 75.4% Hispanic or Latino, 5.2% Asian, 5.0% White, and 6.0% African American. 43.1% of our students are second language learners, 7.4% of our students have a diagnosed learning disability, and 96.0% are socioeconomically disadvantaged. Franklin Elementary has 48 certificated staff members and 40 classified staff.

Franklin Elementary is a generational school where the veteran faculty are now proudly teaching the children of former Franklin students. Many of the teachers have advanced graduate degrees and certificates (i.e. Masters) and our support staff members are passionate about meeting the academic, behavioral, and social-emotional needs of our students. Additionally, our dedicated Resource Specialists, Instructional Paraprofessionals, Instructional Coach, Itinerant Professionals (School Psychologist, Speech Therapist, Library Assistant, Mental Health Clinicians, Student Assistant Specialist, Family Support Specialist, Nurse, Health Clerks, Prep Providers, Computer Literacy, and Music teachers), and two site administrators work together with families and the community in a collaborative partnership to build a positive school community and strengthen student achievement.

Our large campus houses 28 Transitional Kindergarten through Sixth Grade classrooms, one Head Start class, three Preschool classes, a library, a resource classroom, three intervention centers, and two computer labs. Our emphasis on literacy is reinforced by five MTSS Intervention Instructional Paraprofessionals, three Title I Instructional Paraprofessionals, and a District MTSS Instructional Coach who all work closely with classroom teachers in using research-based intervention programs to support struggling readers in grades K-6. Teachers provide targeted intervention during the school day, as well as after school tutoring in the RISE (Rigorous Intervention for Student Excellence) program to promote proficiency in reading comprehension and fluency. The After School Education and Safety (ASES) program provides homework support, enrichment opportunities, performing arts, and sports activities for approximately 150 students. Our Healthy Start program offers parenting, nutrition, and empowerment classes and connects families to a variety of community services. Our collaborative network of business and community partnerships enables Franklin students to receive mentoring and additional literacy support. Collectively, we endeavor to: (1) provide each student with a relevant educational experience that addresses real-world problems; (2) cultivate life-long learners; and (3) develop a respectful and responsible citizenry.

The instructional program at Franklin is built upon an infrastructure of Response to Intervention (RTI). We believe that all students can, and will, learn at high levels in a safe, supportive, and nurturing environment. In Tier 1, students are taught through high-quality and research-based instruction in all areas, but focusing particularly on English Language Arts curriculum and standards. In Tier 2, every student is strategically placed into intervention reading groups, using data, and are given differentiated small-group instruction based on their reading levels. This allows all students to receive the instruction they need to continue to grow in the ELA standards. Students needing additional support receive Tier 3 interventions from a Resource Specialist or Instructional Paraprofessional. The focus on Tier 3 is for those who have not responded to all other interventions.

Franklin embraces the Peace Builder philosophy, which includes several tiers of support, including Restorative Practices and Positive Behavior Interventions and Supports. Teachers use the district-adopted materials in English Language Arts, Mathematics, Science, and Social Studies. The school also has two computer labs, which are used to teach students keyboarding, word processing, and presentation skills. In addition, the school has three reading intervention centers, which are used to provide students with reading intervention support throughout the day.

In the 2022-2023 school year, all K-6 teachers continued to receive support in Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which is an assessment/evaluation tool used to help teachers recognize the needs of our youngest readers.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

- ☒ Schoolwide Program
- ☒ Comprehensive Support and Improvement

The main purpose of the plan is to increase student achievement according to the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and decrease the number of students who are considered chronically absent or suspended.

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

The SPSA goals are aligned to the Modesto City Schools LCAP. The SPSA meets ESSA requirements, has metrics set to the California Dashboard, and is written and evaluated by a properly-constituted School Site Council (SSC) and English Learner Advisory Committee (ELAC). In order to exit CSI status, Franklin has a strong focus on academic achievement in the area of English Language Arts improvement. In order to improve our goal for ELA, we will be working with two consultants this year. One consultant will work with teachers before school starts to plan out units of study for each trimester in writing. This will allow teachers the opportunity to begin with writing goals and actions and strategies to implement these units when the school year begins. The second consultant will be working with the school's site leadership team on professional development in PLCs. They will take this training back to their grade-level teams to also implement a focus on writing improvement.

Continuing the work of schoolwide reading intervention each day will be a priority, utilizing 8 instructional paras, classroom teachers, and a MTSS Instructional Coach to deliver effective reading instruction. The addition of a Professional Development literacy Coach will also assist with literacy instruction in classrooms with 9 new teachers next school year. The Literacy Coach will be modeling lessons, effective instruction in reading programs, and working with teachers to improve their data in reading, writing, listening, and speaking. The instructional paras will work additional hours so that additional groups can be conducted each day to improve student outcomes in reading.

In addition, we will continue the implementation of AVID in grades 4-6 with a strong focus on Reading, Writing, and Collaboration. The AVID goals align with the school goals in ELA improvement. The AVID site team will meet monthly to monitor progress of AVID goals and use evidence to determine goal mastery. The AVID site team will be mostly trained by next school year. The AVID instructional materials and field trips will also align with site ELA goals for student preparation of college and career. The school will have a monthly AVID focus that will enrich student learning and improve teaching strategies when teaching a reading or writing lesson.

We will also partner with our parents by providing a parent class on how to support literacy at home using PIQE. The course will have a focus on early literacy for student in grades K-2. The course will be offered to all parents as a way to assist the school with reaching their child's early literacy goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The following resource inequities have been identified as a result of a site needs assessment:

1. Professional Development to address teacher clarity for core instruction,
2. Collaboration time to allow teachers to fully explore what students are expected to learn, how we know they learned it, how we respond when they don't learn, and how we respond if they already know it,
3. Increase parents knowledge and the skills to partner with schools and communities to ensure their children achieve to their full potential,
4. Behavior curriculum to strategically teach expected student behaviors while at school,
5. Support for families of chronically absent students,
6. Professional Development in the area of AVID and the continued implementation of AVID in grades 4-6 to support scholars with WICOR (writing, inquiry, collaboration, organization, and reading).

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

Franklin Elementary School's School Site Council (SSC), English Learner Advisory Committee (ELAC), Site Leadership Team, and Teachers participated in the evaluation process of Franklin Elementary School's 2022-2023 SPSA, which include the analysis of quantitative and qualitative data to determine the effectiveness within each goal, as well as activities to continue, discontinue, and to revise. This occurred during the February, March, and April 2023 SSC, ELAC, Site Leadership, and Staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners, the SSC, ELAC, Site Leadership Team, and Teachers reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included providing all educational partners with the prior SPSA. This process occurred during the SSC, ELAC, Site Leadership Team, and Staff meetings in February, March, and April 2023.

CSI Plan was developed using a needs assessment with educational partner input. Educational partners included: SSC, ELAC, Site Leadership, and Staff. Educational partners received all data including all State indicators, including student performance against State-determined long-term goals to inform on plan development.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

1. Franklin implemented a school wide literacy intervention program in Grades K-6 using Language for Learning, Reading Mastery, and Corrective Reading. Teachers and Instructional Paraprofessionals shared students and provided specialized instructional support to leveled groups of students using research-based intervention programs. The intervention program ran Monday-Friday with groups running throughout the day. Typical groups ran for 30-35 minutes each.
2. Three Title I Instructional Paraprofessionals were used to deliver intervention programs to support Grades K-6 students who had reading deficits. Because of a vacancy all school year in one paraprofessional position, the school wide intervention program was affected by not being able to serve more students with their literacy needs.
3. Extra hours for Instructional Paraprofessionals provided daily literacy intervention to multiple groups of leveled students throughout the school day in the Intervention Centers using the research-based intervention programs.
4. The site's Attendance Liaison/Community Aid provided support to students and families in the area of attendance. This work helped to support students who were having poor attendance to ensure they were attending and engaging in the ELA lessons.
5. The Typist Clerk II/Translator supported EL parents and students during a variety of different meetings including, but not limited to Parent Café meetings, ELAC meetings, Parent Involvement meetings, Parent-Teacher Conferences, School Attendance Review Team (SART) meetings, and IEP/SST meetings. The large number of parents who attend these events, coupled with the positive feedback received, indicates overall positive parent satisfaction with the services provided.
6. AVID Professional Development and instructional supplies/strategies were purchased to support classroom teachers in their instruction and delivery of ELA lessons and WICOR strategies.
7. Transportation and admission was provided for students to take part in field trips that were academically focused and tied to standards. These opportunities provided visual supports and real-world exposure that built background knowledge to make learning easier.
8. Students who were new to a U.S. school and enrolled for less than 12 months were provided with strategic language development in English using research-based programs every day. This Newcomer support was provided in the three Intervention Centers outside of their regular intervention period.

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

N/A - not applicable

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

1. The school wide AVID program previously did not have one 4th grade teacher and two 5th grade teachers participating. Changes in teaching staff in grades 4-6 will allow additional teachers to join the AVID program and will be trained this summer, so 100% of the site's 4-6 teachers will now be involved.
2. Five additional MTSS paraprofessionals are being added to the literacy intervention program through Franklin's involvement in the District's MTSS program. This will allow the program to have more intervention groups with smaller group sizes.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 50-59% of English Learners students are in need of support / intervention in the area of: Reading Comprehension

To address this the school can:

Continue to address the need for English Language Development. Far too many students are still not reading at a proficient enough level to allow them to access the content and master the rigorous academic standards at their grade level. As a result, Franklin needs to continue to refine and expand its literacy intervention program, especially at the primary grade levels of K-3. Kindergarten students should receive oral language support during the school day through the Language for Learning and Reading Mastery intervention programs. The group sizes should be made smaller with the students in need of the most intensive support being placed in the smallest groups. Students in Grades 1-3 should be placed in leveled Reading Mastery groups based on placement tests and DIBELS scores. Like Kindergarten, these groups should be made smaller, with students in need of the most intensive support being placed in the smallest groups. Students in intervention groups should be frequently progressed monitored (at least every 1-4 weeks) and students should be assessed frequently with an emphasis on teaching to mastery not an arbitrary pacing calendar. Literacy intervention should continue to take place every day, Monday through Friday, and the time allocated should be considered 'sacred time' and should not be canceled or interrupted for any reason except an emergency. If time and scheduling constraints will allow it, the intervention time should be expanded from 35 minutes per day to 40 - 45 minutes.

ELA PD

Based on Observations we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Provide ongoing professional development in the areas of effective Professional Learning Communities teams and data analysis. For all benchmark assessments, teachers will be provided release time to analyze their data and work on an action plan to address the learning needs of scholars not meeting the standards. This time will be provided as PLC collaboration time, extended collaboration time, Data Talks, and site training on how to use the Data Analysis Documents.

Additionally we analyzed specific data to indicate the following need(s):

Franklin Elementary students need to improve their CAASPP English Language Arts scores during the 2022-2023 administration.

Discuss the areas of strength and need based on data analysis:

During the 2022-2023 school year, Franklin Elementary met the minimum participation rate by having 98.46% of its Grade 3-6 students tested on the English Language Arts (ELA) portion of the California Assessment of Student Performance and Progress (CAASPP).

School wide, Franklin had 22% of its students meet, or exceed, standards on the ELA portion of the CAASPP, which is 2% higher than the previous year, and 8% higher than two years ago. School wide, there were 22% of the students who nearly met standards, and 56% not meeting standards. With regard to English Learners, 2% met, or exceeded, standards. Franklin did not have any Students with Disabilities meet, or exceed, standards on the ELA CAASPP assessment.

At 3rd Grade, 26% of the students met, or exceeded, standards, with 22% nearly meeting standards, and 52% not meeting standards. For English Learners, 4% met, or exceeded, standards, with 26% nearly meeting standards, and 70% not meeting standards. Franklin did not have any 3rd Grade Students with Disabilities meet, or exceed, standards, nor were there any who nearly met standards.

At 4th Grade, 23% of the students met, or exceeded standards, with 21% nearly meeting standards, and 56% not meeting standards. For English Learners, 6% met, or exceeded, standards, with 21% nearly meeting standards, and 73% not meeting standards. Franklin did not have any 4th Grade Students with Disabilities meet, or exceed standards, but had 8% nearly meet standards, and 92% not meeting standards.

At 5th Grade, 25% of the students met, or exceeded, standards, with 19% nearly meeting standards, and 56% not meeting standards. Franklin did not have any 5th Grade English Learners meet, or exceed, standards, but had 18% nearly meet standards, and 82% not meeting standards. Franklin did not have any 5th Grade Students with Disabilities meet, or exceed, standards, nor were there any who nearly met standards.

At 6th Grade, 14% of the students met, or exceeded, standards, with 27% nearly meeting standards, and 59% not meeting standards. For English Learners, 5% met, or exceeded, standards, with 13% nearly meeting standards, and 82% not meeting standards. Franklin did not have any 6th Grade Students with Disabilities meet, or exceed, standards, but had 18% nearly meet standards, and 82% not meeting standards.

During the last 5 years, Franklin has seen a consistent and steady increase in the percent of students scoring proficient on the ELA CAASPP, both school wide and at all grade levels. School wide, Franklin's percent proficient in ELA has increased from 12% to 22%, which is an increase of 10%. In Grade 3, the percent proficient has increased from 14% to 26%, which is a 12% increase. In Grade 4, the percent proficient has increased from 15% to 23%, which is an increase of 8%. In Grade 5, the percent proficient has increased from 12% to 25%, which is an increase of 13%. In Grade 6, the percent proficient has increased from 10% to 14%, which is a 4% increase.

Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade students were assessed using DIBELS (Dynamic Indicators of Basic English Literacy Skills) as a benchmark. Three times during the school year (beginning, middle, end) students were assessed for various sub-skills such as letter recognition, first sound fluency, phoneme segmentation, nonsense words, correct letter sounds, whole words read correctly, and accuracy. The combination of these early literacy assessments calculated a DIBELS composite score for every student. The composite score ranks the student into one of three categories: At or Above Benchmark, Below benchmark, or Well Below Benchmark.

At the beginning of the year, 26% of Franklin's Kindergarten students were At or Above Benchmark, and at the end of the year, 55% were At or Above Benchmark. While this was an improvement of 29%, it was not the accelerated growth that was needed for many students to prepare them for success in 1st Grade. As a result,

many of the students who entered 1st Grade this year were in need of strategic or intensive support. At the beginning of the year, 33% of Franklin's 1st Graders were At or Above Benchmark, and at the end of the year, 40% were At or Above Benchmark. While this was an improvement of 7%, it shows that many of the students did not make the necessary growth during the school year. As a result, many of the students who entered 2nd Grade this year were in need of strategic or intensive support. At the beginning of the year, 31% of Franklin's 3rd Graders were At or Above Benchmark, and at the end of the year, 38% were At or Above Benchmark. Again, while this was an improvement of 7%, it was not the accelerated growth that was needed for many students to prepare them for the rigors of 4th Grade.

4th Grade students were given a District writing assessment near the end of each trimester, with a different writing genre being assessed with each. The three assessments were Opinion (1st trimester), Expository (2nd trimester), and Narrative (3rd trimester). After having 33% proficient during the 1st trimester, that figure improved by 9% when 42% of 4th Graders produced a proficient expository writing sample. The upward trend continued during the 3rd trimester when 54% of 4th Graders produced a proficient narrative writing sample. Overall, Franklin had 43% of its 4th Grade students demonstrate writing proficiency for the year, as evidenced by scoring proficient on at least two of the three District assessments. This was a 3% increase over last year's end-of-year results.

The data shows there is an ongoing need to address English Language development at Franklin Elementary. Far too many students are still not reading at a proficient enough level to allow them to access the content and master the rigorous academic standards of their grade level. As a result, Franklin needs to continue to refine and expand its literacy intervention program, especially at the primary grade levels. Kindergarten students should receive oral language support during the school day through the Language for Learning and Reading Mastery intervention programs. The group sizes should be made smaller, with the students in need of the most intensive support being placed in the smallest groups. Students in Grades 1-3 should be placed in leveled Reading Mastery intervention groups based on placement tests and DIBELS scores. Like Kindergarten, these groups should be made smaller, with students in need of the most intensive support being placed in the smallest groups.

Students in intervention groups should be frequently progress monitored and students should be assessed frequently with an emphasis on teaching to mastery not an arbitrary pacing guide or calendar. Literacy intervention should take place every day, Monday through Friday, and the time allocated should be considered sacred time that is not canceled or interrupted for any reason except an emergency.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall 2023 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -88	Goal -73
English Learners (EL)	Actual -111	Goal -96
Students with Disabilities (SWD)	Actual -160	Goal -145
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	School wide literacy intervention will be provided during the school day to all students in Grades K-6 using Language for Learning, Reading Mastery, and Corrective Reading programs.	Intervention Progress Monitoring Data Sheets. Baseline, Mid-Year, and End-of-Year Summary Reports.	Instructional Coach	None Specified	
			Additional MTSS Paraprofessional	Title 1 Positions	
			Additional MTSS Paraprofessional	Title 1 Positions	
			Additional MTSS Paraprofessional	Title 1 Positions	
			Classified hourly for additional intervention groups (4.5 extra hours/day for 6 months)	CSI Funds	9720
			Benefits for Classified Hours	CSI Funds	3595
	Substitutes for categorical-funded absences to cover reading intervention group instruction. Allocation included in positions.		Categorical-Funded Substitutes	None Specified	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Professional development to address CSI identified needs in English Language Arts	<p>AVID (Advancement Via Individual Determination) training for all teachers in grades 4 - 6.</p> <p>AVID Goals Progress Monitoring Data Sheets.</p> <p>Baseline, Mid-Year, and End-of-Year Summary Reports.</p>	PD in AVID Summer Institute Training for nine teachers and two administrators	CSI Funds	8,000
			AVID Books and Instructional Materials	CSI Funds	7113
	DIBELS program schoolwide K-6	Progress monitoring and Baseline, Mid-Year, and End-of-Year Summary Reports.	DIBELS software for grades 4-6		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Staff will attend two Writing conferences and workshops by Kristen Anderson to help them in planning meaningful and relevant lessons and delivering high-quality instruction in Writing.	Teacher sign-in for professional development and monitoring of implementation of professional development by administration to ensure effective lesson design.	Consultant Contract for 2 days with teachers	CSI Funds	12000
	Leadership Team will attend one PLC/ELA workshop with Dr. Reeves to help them in planning meaningful and relevant lessons and delivering high-quality instruction in ELA.	Teacher sign-in for professional development and monitoring of implementation of professional development by administration to ensure effective lesson design.	Release time for teachers to work with consultant, cost of daily rate	CSI Funds	16290
	Consultant Contract for Creative Leadership Solutions PLC Coaching with Dr. Reeves	Progress monitoring and Baseline, Mid-Year, and End-of-Year Summary Reports based on the work of PLCs throughout the school year.	Benefits for teacher PD with Kristin Anderson	CSI Funds	3844
			Release time for SLT to work with Dr. Reeves, cost of daily rate	CSI Funds	3801
			Benefits for SLT PD with Dr. Reeves	CSI Funds	897
			Contract for PLCs with Dr. Reeves	CSI Funds	74483
	Instructional supplies and materials for ELA instruction		ELA instructional materials and supplies	Title 1 Supplies and Services	12117
	Books for ELA Instruction related to LETRS training		Books	Title 1 Supplies and Services	2000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Stipend for administrator to work with CSI school improvement	School assessment outcomes and CAASPP results	Admin Stipend	CSI Funds	10000
	Benefits for admin CSI stipend		Benefits for admin stipend	CSI Funds	2360
	Indirect costs associated with CSI at a rate of 6.51%		Indirect costs	CSI Funds	6348
	Substitutes to hold Academic Counseling Meetings		Cost of substitutes for teachers to attend student academic meetings	Title 1 Classified	2500
English Learners (EL)	Provide students who are new to a U.S. school with strategic language development in English using Language for Learning and Reading Mastery programs every day outside of their regular intervention period.	Intervention Progress Monitoring Data Sheets. Baseline, Mid-Year, and End-of-Year Summary Reports.	Instructional Coach	None Specified	
			Paraprofessionals	None Specified	
		EL Progress Monitoring			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide teachers with ongoing professional development in the effective use of sentence frames/stems and in the effective introduction and teaching of new vocabulary.				
	Typist Clerk II/Translator supporting EL parents with translation services at monthly Parent Cafe meetings, Parent Involvement/Engagement meetings, English Learner Advisory Committee meetings, Parent Workshop classes, Parent-Teacher conferences, School Site Council meetings and various other parent meetings with school personnel to increase EL parent's knowledge about their child's school and the overall school district.	Parent Survey Results	Typist Clerk II / Translator	Title 1 Positions	
			Paraprofessional hourly during the school day		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide additional intervention to increase opportunities for students to practice and improve their reading, writing, listening, and speaking skills.	Intervention Progress Monitoring Data Sheets. Baseline, Mid-Year, and End-of-Year Summary Reports.			
Students with Disabilities (SWD)	Professional development for teachers on providing differentiated instruction for students with disabilities in the general education classroom.	Site-based and CIPD professional development			
	Teacher Data Talks with the principal to review student achievement results in Reading outcomes utilizing the new DIBELS program.	Data Talks with Teachers	Subs for Teacher Release time	CSI Funds	4950
			Benefits for subs for Teacher Release time	CSI Funds	1168

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

1. Teachers were provided with extra collaboration/release time to identify and define Math academic language and create sentence frame to support verbal and written responses.
2. Teacher-Principal Data Summits were held to review student achievement results in Math.
3. Opportunities were provided for teachers to attend off-site conferences and workshops to help them in planning and delivering meaningful and relevant high-quality Math instruction.
4. The plan called for the school to utilize District Math Coaches to provide support to teachers in lesson pacing, planning, and possible consolidation of lessons.

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

1. The site planned to host Family Math and Science Nights, but they did not take place.

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

1. Franklin was provided and will continue to have provided 2 days of coaching visits each month with a SWUN Math coach.

IDENTIFIED NEED (Data Analysis)

MATH

Based on CAASPP we identified that 60-69% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Request that its SWUN Math coach provide specific and targeted coaching and professional development in these areas during the twice-monthly coaching visits with the SWUN Math Coach.

Identify CIPD workshops in the District's PD Catalog that teachers can sign up to attend this year.

MATH PD

Based on Observations we identified the following area of need in professional development Access to specific math PD

To address this the school can:

Identify specific professional development workshops in the PD Catalog that will support teachers with delivering effective Math lessons.

Additionally we analyzed specific data to indicate the following need(s):

Franklin students have been making gradual improvement on the Math CAASPP assessments in recent years, however, the growth needs to accelerate significantly if the students are going to be able to achieve at higher levels in the subsequent grade levels.

Discuss the areas of strength and need based on data analysis:

Franklin Elementary met the minimum participation rate by having 98.46% of its Grade 3-6 students tested on the 2022-23 Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP).

School wide, Franklin had 15% of its students meet, or exceed, standards on the Math portion of the CAASPP, which is 4% higher than last year, and 6% higher than two years ago. School wide, there were 25% of the students who nearly met standards, and 60% not meeting standards. With regard to English Learners, 7% met, or exceeded, standards. Franklin did not have any Students with Disabilities meet, or exceed, standards on the Math CAASPP assessment.

At 3rd Grade, 29% of the students met, or exceeded, standards, with 24% nearly meeting standards, and 47% not meeting standards. For English Learners, 16% met, or exceeded, standards, with 25% nearly meeting standards, and 59% not meeting standards. Franklin did not have any 3rd Grade Students with Disabilities meet, or exceed, standards, but had 14% nearly meet standards, and 86% not meeting standards.

At 4th Grade, 19% of the students met, or exceeded, standards, with 36% nearly meeting standards, and 45% not meeting standards. For English Learners, 9% met, or exceeded, standards, with 41% nearly meeting standards, and 50% not meeting standards. Franklin did not have any 4th Grade Students with Disabilities meet, or exceed, standards, but had 15% nearly meet standards, and 85% not meeting standards.

At 5th Grade, 11% of the students met, or exceeded, standards, with 17% nearly meeting standards, and 72% not meeting standards. For English Learners, 2% met, or exceeded, standards, with 10% nearly meeting standards, and 88% not meeting standards. Franklin did not have any 5th Grade Students with Disabilities meet, or exceed, standards, nor were there any who nearly met standards.

At 6th Grade, 3% of the students met, or exceeded, standards, with 23% nearly meeting standards, and 74% not meeting standards. Franklin did not have any English Learners meet, or exceed, standards, but had 8% nearly meet standards, and 92% not meet standards. Franklin did not have any 6th grade Students with Disabilities meet, or exceed, standards, nor were there any who nearly met standards.

During the last 5 years, Franklin has seen a consistent and steady increase in the percent of students scoring proficient on the Math CAASPP, both school wide and at all grade levels except 6th Grade. School wide, Franklin's percent proficient in Math has increased from 5% to 15%, which is an increase of 10%. In Grade 3, the percent proficient has increased from 8% to 29%, which is an increase of 21%. In Grade 4, the percent proficient has increased from 5% to 19%, which is an increase of 14%. In Grade 5, the percent proficient has increased from 4% to 11%, which is an increase of 7%. Grade 6 is the only grade level that has not seen an increase during the last 5 years, falling from 4% down to 3%.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status Fall 2023 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -106	Goal -89
English Learners (EL)	Actual -120	Goal -103
Students with Disabilities (SWD)	Actual -164	Goal -147
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Teachers will receive professional development from the site's SWUN Math Coach two days each month to provide ongoing support with the Math curriculum, pacing, and the use of effective instructional strategies.</p> <p>Teachers will have opportunities to work with MCS District Math Coaches and attend CIPD Math workshops offered through the PD catalog to help them in planning and delivering meaningful and relevant high-quality Math instruction.</p>	<p>Teachers will be using the SWUN Unit Assessments and SWUN Benchmark Assessments to track student progress.</p> <p>Students will also be given two MCS math benchmarks (grades 2- 6) throughout the year.</p> <p>Use of district math coaches will be used as well as extra collaboration time to ensure proper planning and placement on pacing calendar.</p>			
	<p>Professional development to address CSI identified needs - ELA instruction to assist with reading in math (Funded on ELA goal)</p>	<p>Teachers will select power standards and create Common Formative Assessments to assess student mastery.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Interventions with reading and WIN Time to address CSI identified needs are funded on ELA goal.	SWUN Benchmark data results.			
	Instructional supplies and materials for Math instruction.		Instructional materials and supplies for math	Title 1 Supplies and Services	10000
	Parent SWUN newsletters for all grade levels introducing new units of study	Parent survey input responses.	Reprographics	Title 1 Supplies and Services	1000
	Substitutes to hold Academic Counseling Meetings	School assessment outcomes and CAASPP results	Cost of substitutes for teachers to attend student academic meetings	Title 1 Classified	2500
English Learners (EL)	Provide before/after school remediation and host a Homework Club to provide additional time for students to practice with number sense, math fluency, and the application of math concepts. Daily Math Club intervention program to help students improve Math fact fluency using BTBF.	Math CFA and Benchmark data results to monitor math growth.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Typist Clerk II/Translator to provide translation services and school information to EL parents.	Parent survey input responses.	TC II / Translator	Title 1 Positions	
Students with Disabilities (SWD)	Teacher Data Talks with the principal to review student achievement results in Math.	Teacher release time for Data Talks. Progress monitor students with various disabilities to ensure success.	Subs for Teacher Release time	CSI Funds	2250
			Benefits for subs	CSI Funds	531
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

1. Students were provided with incentives and rewards for perfect attendance and significantly improved attendance. Recognition was provided during daily announcements, monthly assemblies, and perfect attendance assemblies each trimester.
2. The site's attendance liaison held SART hearings 1-2 times per month for those students who were chronically absent (10% of days enrolled).
3. The site's attendance liaison and school support manager conducted home visits for students who were chronically absent as another intervention to educate and inform parents on the importance of regular school attendance.
4. Parent Square was used as a tool to inform parents of the school's attendance rate and the school goal for attendance.

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

N/A - not applicable

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

1. The school is partnering with the Center for Human Services to provide a Family Support Specialist two days per week. This individual's responsibility will be to focus on students who are on the site's Chronic Absentee list by making contact and providing outreach/support services.
2. A new monthly parent newsletter will have attendance information for parents to improve communication and information for parents regarding attendance.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Utilize the District Attendance Liaison and Site Attendance Liaison to conduct more Home Visits that have been conducted in the past. Incentives and rewards system will support meeting this need.

Instead of conducting SART meetings twice per month, those meetings can be held every week instead.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development Engagement Strategies

To address this the school can:

Utilize training in PBIS and PBIS Rewards to get students engaged in school and improve attendance outcomes.

Hold a parent meeting to address the importance of regular school attendance and how it relates to student achievement. This will also be shared at Back-to-School Night and ongoing Parent Café meetings.

Additionally we analyzed specific data to indicate the following need(s):

There is still a need for a culture shift on the part of parents, many of which still do not full embrace the importance of positive attendance and having their children in school during the entire day from the morning bell through to the dismissal bell.

Discuss the areas of strength and need based on data analysis:

Franklin's Student Attendance Rate goal improved in the 2022-2023 school year by 5.07%, with an overall rate of 91.54%. Franklin has typically had one of the lowest Attendance rates in the District during the last 5 years, but is currently ranked 12th out of 22 elementary schools. Franklin's Chronic Absenteeism Rate of 31.38% during the 2022-23 school year shows a decrease from 2021-22 of 19.61% as the school recovers from Covid absences from previous years. There is a direct correlation between attendance and student achievement, so it is important for the school to continue to improve in this area. The school will continue focus its efforts on getting the desired student attendance on Monday through Friday, with a possibility of adding Saturday Schools to make up absences next school year.

In recent years, Franklin has allocated some of its Title I funds to pay for a 50% Attendance Liaison/50% Community Aid. If those financial resources are to continuing being allocated in this way, the work of this position needs to continue to be focused and strategic. There should be an increase in the number of scheduled formal SART hearings, as well as informal SART meetings. There should be an increase in the number of phone calls and visits made to the homes of chronically absent students. Intradistrict and interdistrict transfer permits of chronically absent students should be more closely scrutinized and ultimately revoked if attendance interventions prove to be unsuccessful. And there should be a culture shift toward emphasizing that chronic absenteeism will no longer be accepted.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance by 0.5% or to 98% and decrease chronic absenteeism by 1%.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 91.54%	Goal 5.07%	Actual 31.38%	Goal 19.61%
English Learners (EL)	Actual 92.61%	Goal 5.08%	Actual 28.61%	Goal 20.39%
Students with Disabilities (SWD)	Actual 90.05%	Goal 6.48%	Actual 40%	Goal 22.07%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Provide students and families with incentives and rewards for perfect attendance and significantly improved attendance to encourage and motivate students to attend. Recognition will be provided at monthly celebratory assemblies and each trimester with special events.	Monthly School Wide, Grade Level, Class, and Student Attendance Reports	Student Recognition and Incentives	Title 1 Supplies and Services	2,000
	Monthly SWAG awards for scholars with perfect attendance	Attendance reports monthly	Student Recognitions and Incentives	Title 1 Supplies and Services	1000
	Site will hold at least twice-monthly School Attendance Review Team (SART) meetings to provide parent education and support for students who have chronic absenteeism.	Scheduling of SART meetings by site Attendance Liaison.	Attendance Liaison	Title 1 Positions	
	Home visits by administrator and Attendance Liaison of chronically absent students.	Weekly review of need	Attendance Liaison/Community Aide	Title 1 Positions	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	<p>Typist Clerk II/Translator will provide translated communication for EL families through phone dialer messages, phone calls, written forms of communication, and during SART meetings to emphasize to families the importance of positive school attendance.</p> <p>Frequent home visits will be made by the site administration, site community aid, and district attendance liaison for those students with chronic absenteeism.</p>	<p>Allocating Office Release Time for Translator to attend Parent Meetings and on site Workshops.</p> <p>Scheduling of Home Visits by Community Aide and Principal.</p>	Typist Clerk II / Translator	Title 1 Positions	
			Community Aide	Title 1 Positions	
Students with Disabilities (SWD)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall, the site's PBIS team and administration were able to provide interventions and supports throughout the school year to those students who were at-risk of engaging in behaviors that could potentially lead to suspension. As a result of those interventions and supports, Franklin has seen it's Suspension Rate significantly decline in recent years.

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

N/A - not applicable

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

Most of the major behavioral incidents during the school day occur during unstructured recess time, not in the classroom. As a result, Franklin should look to implement more structured activities during recess that are supervised by yard duty staff, teachers, or administrators.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents we identified that 0-49% of All students are in need of support / intervention in the area of: PBIS Lessons

To address this the school can:

Have its Campus Assistant and Yard Duty Supervisors to receive additional training in the implementation of PBIS and Restorative Practice strategies including incentives, as the majority of student referrals to the office occur during the non-structured free time at recess.

PBIS PD

Based on PBIS Data we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

Implement PBIS Rewards and train staff with utilization of the new program.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

During the 2021-22 school year, Franklin had a high number of suspensions towards the end of the school year. Due to the implementation of PBIS Rewards during the 2022-2023 school year, there has been a decline in the number of suspensions at the end of the school year. During 2021-2022, there were 30 suspended students for a total suspension rate of 3.59%. During the 2022-2023 school year, there has been 19 total suspended students for a total suspension rate of 2.21%. This will create an improvement of 1.38% in the overall suspension rate for the 2022-2023 school year.

The cultural and behavioral expectations at Franklin have changed. The school should continue to emphasize the importance of teaching students more than just academics. The focus should continue to be on teaching character traits, life skills, citizenship, and respect for others. The administration, teachers, and classified staff should all continue to work together to have very high expectations when it comes to behavior and how students treat others and the learning environment.

Implementation of regular and ongoing incentives and rewards for positive behavior will be a focus in the upcoming year, providing motivation for positive scholarly behaviors. The continuation of SEL curriculum, Second Step, will be utilized to improve student overall social/emotional health and wellness.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2023 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 2.21%	Goal 1.91%
English Learners (EL)	Actual 2.05%	Goal 1.75%
Students with Disabilities (SWD)	Actual 3.75%	Goal 3.45%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					

Schoolwide (SW)					
		Daily, Weekly, and Monthly Recognition	Student Recognition and Incentives	Title 1 Supplies and Services	1000

	<p>Students will receive rewards and recognition for positive role-model behavior in classrooms, on the playground, in the cafeteria, and in the hallways; students and classes will be publicly recognized for positive behavior during morning PA announcements and during monthly Student of the Month and SWAG assemblies to create a positive culture of civility and respect.</p> <p>Through positive behavior, students will have an opportunity to earn PBIS Rewards points as part of a school wide token economy, which can be used to purchase grade level appropriate items in the PBIS Rewards Store. Part of these PBIS purchasable items will include monthly activities.</p> <p>School wide assemblies will be held with an emphasis on nonbullying, Peace Building, positive character traits, and Positive Behavior Intervention Supports; the assemblies will be fun, engaging, and entertaining for students to improve the overall school climate and further reduce suspensions</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	and expulsions. Scholars will be regularly recognized for positive behaviors with SWAG tags. _____				
	PBIS Rewards program implementation _____	PBIS Rubric _____	PBIS Rewards Materials	Title 1 Supplies and Services	1000
	Implement Second Step Program in grades K-6 that teaches social emotional skills 20 weeks out of the school year _____	Weekly Lessons and activities Discipline data review _____	Second Step Curriculum purchased by district		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
English Learners (EL)		Monthly PBIS Meetings with PBIS Team and Restorative Practices Consultant. _____			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>The Positive Behavior Intervention and Support (PBIS) team will meet monthly to review attendance reports and discipline data for our EL and SWD population. Trends will be identified for this subgroup and the team will use that information to develop student behavior goals to reduce the suspension rate of EL and SWD students.</p> <hr/>				
	<hr/>	<hr/>	<hr/>		
	<hr/>	<hr/>	<hr/>		
	<hr/>	<hr/>	<hr/>		
	<hr/>	<hr/>	<hr/>		
Students with Disabilities (SWD)		<hr/> <p>Monthly PBIS Meetings with PBIS Team and Restorative Practices Consultant.</p> <hr/>	<hr/>		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Principal will collaborate with Franklin Special Education staff and MCS Special Education department to discuss strategies and possible professional development for staff to assist with decreasing the number of behavioral conflicts within the Special Education population.				
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall, the strategies and activities were implemented as planned.

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

No major differences between planned implementation and expenditure.

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

No changes noted.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Science Data we identified that 90-100% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

Provide access to science instruction across grade levels to maximize STEM opportunities schoolwide.

Provide field trips that will give students real world experiences that tie into curriculum and content standards.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on PLC input we identified the following area of need in professional development Access to specific PD

To address this the school can:

Work with CIPD staff to provide targeted professional development.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

N/A

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Provide access to Science instruction and field trips to give students real world experiences that tie into curriculum and content standards.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Provide additional instruction in science that will give students real world experiences that tie into curriculum and content standards.	Franklin will use a variety of assessments and progress monitoring tools as stated in the ELA and Math goals to ensure that students are meeting the SPSA goals.	Traveling teachers that may include Great Valley Museum	Title 1 Supplies and Services	5000
	Provide Transportation and Admission for students to attend field trips that are academically-focused and tied to ELA standards in order to provide visual supports and real-world opportunities that will build background knowledge to make learning easier.	Franklin will use a variety of assessments and progress monitoring tools as stated in the ELA and Math goals to ensure that students are meeting the SPSA goals.	Field trip admissions	Title 1 Supplies and Services	2000
			Field trip transportation	Title 1 Supplies and Services	4000
	Career awareness/ STEAM / AVID / College readiness program, motivational speakers, field trips to colleges.	Pre and post assessments / surveys	Materials, supplies, contracts	Title 1 Supplies and Services	4000
	Field trips connected to content standards in ELA, Math, Science, and Social Studies	Pre and post assessments / surveys	Field trip transportation	Title 1 Supplies and Services	4000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Add technology to classrooms and on site to enhance instruction in all content areas	Pre and post assessments / surveys	Software Licensing	Title 1 Supplies and Services	2000
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Franklin has continued to have outstanding parent participation with at least 30-35 parents attending the Parent Cafe meetings that are held two times each month in the Family Learning Center classroom. The school also has excellent attendance during ELAC meetings, Parent-Teacher Conferences, Open House, and Back to School Night.

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

No major difference.

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

Franklin will continue with the same goals and actions.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student literacy

To address this the school can:

Hold parent trainings on how to support their child academically and how to better understand the state standards in ELA and Math.

Monthly parent meetings to inform parents of the MTSS program and how it helps their student's literacy.

With the implementation of AVID, parents will be provided information on how to support their child with WICOR strategies.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on PLC Input we identified the following area of need in professional development PLC release time

To address this the school can:

Provide input as to the needs from teachers to parents in the areas of literacy and AVID implementation that can be shared with parents in monthly meetings.

Provide Second Step information to parents so that they can support their child's social emotional learning at home and in the community.

Additionally we analyzed specific data to indicate the following need(s):

Based on LCAP Survey parents, parents' needs include: supporting student literacy.

Discuss the areas of strength and need based on data analysis:

Encourage more parents to attend the English as a Second Language (ESL) classes that are offered at Franklin and other locations around the District.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase parent involvement by offering ongoing parent meetings and resources.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Parents will have the opportunity to attend Parent Café meetings, language Institute Parent meetings, and off-site workshops to receive information and support from the school and community service agencies.	Attendance results and parent survey input responses.	Child Care, Refreshments, and Conferences	Title 1 Parent Involvement	3786
	Community Aide to support scholars and their families with school and academic engagement.	Regular and ongoing meetings with Community Aide to discuss parent needs and outreach.	Community Aide	Title 1 Positions	
	Parents will be provided an opportunity to attend a PIQE (Parent Institute for Quality Education) series of classes on early literacy.	Parent attendance and survey feedback.	Consultant Contract - PIQE (site based)	CSI Funds	11000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Typist Clerk II/Translator to provide translation services and school information to EL parents.	Parent survey input responses.	Typist Clerk II / Translator	Title 1 Positions	
Students with Disabilities (SWD)					
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Support supplemental aspects of Goals #3, #4, #6				Attendance Goal 3 Parent Engagement Goal 6
	Community Aide	Title 1 Positions	41035	
Support supplemental aspects of Goal #3				Attendance Goal 3
	Attendance Liaison	Title 1 Positions	46760	
Typist Clerk II/Translator supporting EL parents with translation services at monthly Parent Cafe meetings, Parent Involvement/Engagement meetings, English Learning Advisory Committee meetings, Parent Workshop classes, Parent-Teacher conferences, School Site Council meetings, IEP and SST meetings, and various other parent meetings with school personnel to increase EL parents' knowledge of their child's school and the overall school district. Typist Clerk II/Translator will provide any needed translation services to all EL parents, whatever those needed translation services might be. Typist Clerk II/Translator will provide translated communication for EL families through school messenger phone-dialer messages, live phone calls, written forms of communication, and during				ELA Goal 1 Math Goal 2 Attendance Goal 3 Parent Involvement Goal 6
	Typist Clerk II/Translator (2 hr)	Title 1 Positions	18887	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
SART meetings to emphasize to families the importance of positive school attendance.				
School wide literacy intervention will be provided during the school day to all students in Grades K-6 using Language for Learning, Reading Mastery, and Corrective Reading programs. Provide for students who are new to a U.S. school with strategic language development in English using Language for Learning and Reading Mastery programs every day outside of their regular intervention period.				ELA Goal 1
	Instructional Paraprofessionals (4 hr)	Title 1 Positions	29342	
	Instructional Paraprofessionals (4 hr)	Title 1 Positions	29342	
	Instructional Paraprofessionals (4 hr)	Title 1 Positions	29342	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	194708	0.00
Title 1 Professional Development		
Title 1 Parent Involvement	3786	0.00
Title 1 Certificated		
Title 1 Classified	5000	0.00
Title 1 Supplies and Services	51117	0.00
CSI Funds	178350	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$254,611
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$254,611
Total Federal Funds Provided to the School from the LEA for CSI	\$178,350
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$432,961.00
Grand total budgeted including carryover from Section 11	\$432,961

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Franklin Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Ofelia Castaneda Term: August 2021 - May 2023 XParent Community Member	1. Name: Catherine Mullins Principal
2. Name: Angelica Zamora Term: August 2021 - May 2023 XParent Community Member	2. Name: Avery Seekford Term: August 2021 - May 2023 Teacher
3. Name: Mayra Valencia Term: August 2021 - May 2023 XParent Community Member	3. Name: Maria Uvina Term: August 2021 - May 2023 Teacher
4. Name: Patricia Padilla Term: August 2022 - May 2024 XParent Community Member	4. Name: Julia Ramos Term: August 2022 - May 2024 Teacher
5. Name: Monica Alvarado Term: August 2022 - May 2024 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Dina Brambila Term: August 2022 - May 2024 Other School Staff

Section 9 Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Ofelia Castaneda	English Language Advisory Council (ELAC)
Elizabeth Cooke, Nichelle Simpson, Carley McCabe, Amy Morgan, Jeff Bakker, Heidi Ranalla, Raul Castillo	Site Leadership Team (SLT)

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

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

This SPSA was adopted by the SSC at a public meeting on: 05/15/2023 03:00 pm

Attested:

Catherine Mullins	SSC Chairperson
Avery Seekford	SSC Vice Chairperson
Julia Ramos	SSC Secretary

Section 10 Part A

Addendum to the School Plan for Student Achievement 2023 -2024 2022-2023 Carryover Title I Funding

Data Analysis:

Identified needs:

Academic Interventions in support of SPSA Goals 1,2, 5 and 6

Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 10 Part B

Addendum to the School Plan for Student Achievement 2023 -2024 2022-2023 Carryover Title I Funding

Data Analysis:

Identified needs:

Attendance and PBIS Interventions in support of SPSA Goals 3 and 4

Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 10 Part C

Addendum to the School Plan for Student Achievement 2023 -2024 2022-2023 Carryover Title I Funding

Data Analysis:

Identified needs:

Parent Engagement in support of SPSA Goal 7

Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 11 Addendum Budget Summary

Sr. Director Approved: S&F Approved:
SSC Approval Date:
Allocated Carryover:

Expenditures by Funding Source

Funding Source	Amount
TOTAL	