

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin Elementary School	19-64980-6022552	05/8/2023	6/29/23

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)

We do not receive Title I funding.

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.

SMMUSD's plan of Excellence through Equity is Franklin Elementary School's guide to maintaining our status as a school of distinction in every capacity. Post Pandemic, we strive to be a school of excellence where students, parents, and all faculty and staff feel safe and engaged on a daily basis. As challenges continue to strike through COVID, and there are many continued unknowns, we strive for excellence through a rigorous academic and social-emotional curriculum with high expectations, individualized supports and interventions, engaging and exciting extra-curricular activities, and a warm campus environment that is inclusive, welcoming, and that celebrates differences. We believe all students can learn and have a right to a free education that is culturally relevant and highly motivating.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As our school community continues its focus on social emotional learning and wellness this year, our School Leadership Team and Grade Level Teams created a school climate survey for students in grades kindergarten through 5th grade. These were updated for the 2022-2023 school year. Parent surveys are also sent out by the District office and our school site. This survey provides the district information about programming, parent involvement, and satisfaction. During the school year, teachers are surveyed about professional development as well as school business. Students in grades 3-5 anonymously complete the Olweus Survey and 5th grade students complete the Healthy Kids Survey. These surveys are given one time per year and questions are focused around school climate as well and bullying. Parents at times are surveyed after community events or community education opportunity in order to validate the effectiveness of the event.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teacher evaluations are conducted every five years using the following cycle: year 1 (evaluation via observation), year 2 (off), year 3 (choice of professional growth plan or evaluation via observation), year 4 (second year of professional growth), and year 5 (off). Again, during year 3, teachers have the option of being evaluated or completing a professional growth plan. SMMUSD Elementary School Principals cowalk through once this year at every elementary site. The School Board, along with members of the district's Senior Cabinet, walked through on one occasion as well. Findings showed all teachers using Thinking Maps and all engaging in some Cognitively Guided Instruction (CGI) math practices. Our kindergarten and first grade classrooms using Write From the Beginning (WFTB). Second grade teachers using Writer's Workshop for writing and some incorporating WFTB. Third and fourth grade teachers using WFTB and Readers and Writers Workshop. Fifth grade also uses WFTB with teachers using Writer's Workshop too. Teachers are using math pacing guides, which are created by SMMUSD teachers, across grade levels and collaboratively plan lessons that are visible in the classrooms and through work displayed. Different components of the Responsive Classroom approach and techniques including morning meetings, closing circles, energizers, and targeted quiet time can be seen in each of our classroom spaces. Teachers continue to focus on using wait time, academic language, and productive struggle in math which is evident during classroom observations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our Site Leadership Team (SLT), based on faculty and staff input, has shifted our focus to social-emotional learning and development and wellness. We are utilizing the Responsive Classroom approach to create the conditions for students to be successful by coupling a strong belief system and practical approaches to build the following four domains: engaging academics, positive community, developmentally responsive teaching, and effective management. Our first goal is to utilize social emotional learning to develop and maintain connectivity and positiveness towards school during distance learning. While recognizing that the social-emotional well-being of our students is at the core of our teaching and learning during these challenging times, we will still continue working on building on writing and math skills targeted in previous years. Our previous School Site Plan focused on communicating through structured and elaborated writing. This was based on reviewing writing samples. Writing has been an ongoing focus for Franklin Staff. Faculty and staff will continue to keep a close eye on students with special needs and students who are English Language Learners. The use of academic language, requiring multiple explanations for answers, and making sure students know why they are learning what they are learning are a few ways faculty will meet the above goals. Students who are English Language Learners continue to require more support in this area based on STAR data and interim assessment data. Tier III interventions are provided during the school day with an English Language Interventionist and trained instructional aides. Teachers also provide Tier II and III support within the classroom both using integrated and designated ELD instruction.

The staff and faculty believe that in mathematics, students continue to have the most difficulty with unpacking problems. Though there has been progress in mathematics over the years, there is still room for growth. Collectively, our Teachers will also continue focusing on incorporating Cognitively Guided Instructional (CGI) techniques into our math repertoire. Beginning January 2023, all grade levels K-5, participate in a CGI problem that is grade appropriate. The SLT has developed rubrics involving the Eight Math Practices to score these monthly assessments.

All students are assessed regularly during class instruction and classroom testing. Students are grouped in order to re-teach skills or modify instruction regularly. Groups can be based on skill or level, or students may be grouped in multi-level groups. Data is consistently reviewed and teachers modify their instruction to meet student needs. Teachers work collaboratively through and across grade levels to ensure students are receiving consistent and equitable access to education in all classrooms.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

STAR is used to monitor student progress as is the Fountas and Pinnell assessment for grades K-5. Our district continues to use Interim Assessment Blocks (IAB) in Math and ELA to determine how 3rd - 5th grade students are performing collectively. At the site level, we use our IAB data to guide instruction while also gauging how teaching and learning are progressing through the curriculum pacing guide. We continue to use computerized STAR assessments to assess reading and math. Chapter tests and other classroom math assessments are administered at each grade level and data is shared within grade level Professional Learning Communities (PLCs).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

To be considered "highly qualified" under the Elementary & Secondary Education Act (ESEA), a teacher of core academic content must possess: A bachelor's degree, a teaching or intern credential, and demonstrate core academic subject matter competence. We are meeting this requirement.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and students have access to SBE-adopted instructional materials. Teachers take part in District provided professional development, are being training in the guiding principles of Responsive Classroom, as well as professional development provided by our Instructional Coach, fellow teachers and administrators weekly during banked time.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers on the Professional Development Leadership Team develop and deliver professional development based on needs determined through surveys and data review. Training by the Instructional Coaches in Depth and Complexity in the classroom, grade level meetings around pacing guides, coaching regarding Tier II and Tier III instruction, and math coaching from our math coaches will take place during the year. In 2023, the school, guided by the SLT has started Learning Rounds as part of the professional development for all teachers.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In-services from our 2 math leaders and 1 Instructional Coach are on-going. Our School Psychologist and Specialized Academic Instruction (Special Education) teachers help provide input and assistance with students with special needs. Administrators do classroom observations regularly and provide input and assistance with instructional strategies and content.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All grade levels meet in their grade level groups several times per month; however, they often meet during their lunch times or prep times to share content, collaborate, and review assessments. Fourth and fifth grade teachers meet at least one time per week during their music class (30 minutes). There are times when cross articulation (i.e. 1st grade and 2nd grade together) occur. During our full staff meetings, cross articulation occurs on a quarterly basis (grades K & 1, 1 & 2, 2 & 3, 3 & 4, 4 & 5). There are paraprofessional meetings and trainings as well.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned California Reading Language Arts/English Language Development (RLA/ELD), Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Tier III intervention is provided. Schedules are flexible so teachers can intervene with students who require assistance.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have text books available. Further, the school has purchased Leveled Literacy Intervention Kits, Reader's Workshop Units of Study, Write From the Beginning teacher's guides. Computer-based programs such as Lexia, Accelerated Reader and Math, and Success Maker Reading and Math are available to all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have text books available. Further, the school has purchased Leveled Literacy Intervention Kits, Reader's Workshop Units of Study, Thinking Maps and Write From the Beginning teacher's guides. Lexia, Accelerated Reader and Math, and Success Maker Reading and Math, which are all academic computerized programs, are available to all students. The programs give students independently leveled practice in basic reading and math skills.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are underperforming are supported through Tier II and Tier III supports, including small group instruction, re-teaching of concepts to whole class, small group pull out for interventions, before school reading and writing instruction, and work with the English Language Interventionist in small groups.

Evidence-based educational practices to raise student achievement

Tier III small group instruction in reading is done using the Systematic Instruction in Phonological Awareness, Phonics, & Sight Words (SIPPS) program and Leveled Literacy in ELA. Computer-based programs such as Lexia, Success Maker Math and Reading, IXL and Khan Academy are used to assist students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent education is provided several times a year. Topics include how to help students emotionally and academically both inside and outside of the classroom, internet safety, and school motivation. Parent-teacher conferences provide parents with information regarding their child's progress in order to assist their children. Parents are invited and play an integral role if their child requires a Student Success Team (SST) meeting, 504 Plan, or Individualized Education Plan (Plan). These meetings are held to develop a plan that includes goals, strategies, supports, and resources to ensure the student's overall school success.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are part of the PTA and School Site Council. Teachers are surveyed yearly about how to allocate funds as well which is shared with the community at large. These parties collectively review, help develop, and vote on our budget and funding allocations. Our site's English Language Advisory Committee (ELAC) members matriculated at the end of last school year. Our team is diligently working to re-establish membership as this committee plays a vital role in assisting with planning and providing feedback regarding programs and interventions for our English Learners.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Tier III intervention provided by the Literacy Coaches overseeing paraprofessionals using the Leveled Literacy Program and SIPPS programs. Materials and professional development is provided to teachers to assist with students who are underperforming. Further counseling services are available.

Fiscal support (EPC)

Our school is receiving additional fiscal support from the Stretch Grant provided by the Santa Monica Education Foundation (SMEF) and through our school's Parent Teacher Association (PTA). These funding sources provide our campus with additional Instructional Assistants, our STAR Science lab and staff, Responsive Classroom training, coaching, and resources as well as classroom and school supplies.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our site has worked hard to re-establish our English Language Advisory Committee (ELAC). Our team works diligently to re-establish membership as this committee plays a vital role in assisting with planning and providing feedback regarding our SPSA as well as programs and interventions for our English Learners. During our meetings thus far this year, our parents of our English Learners have recommended before or after school intervention programs, as well as, opportunities for EL parents to meet with classroom teachers on a consistent basis. The School Site Council has been completely invested in the daily functions and progress of our school. Council and committee members are actively engaged in reviewing our data, reviewing our budget, and suggesting goals to ensure our school's success. Our School Site Council is in great support of our school community's focus on Social Emotional Learning as well as understanding the benefits of personalized learning for all students. Our School Site Council will meet eight times throughout this school year and our ELAC will meet a minimum of 4 times this year. All meeting held are very collaborative in nature.

Resource Inequities

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

No resource inequities were identified at this time. The PTA did suggest using PTA funds to provide a library of books that highlight diversity. Money was allocated toward this. The PTA also provided extra funding to support the special education rooms. In addition, SSC and PTA has supported money for some enrichment and intervention opportunities in the area of mathematics.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.18%	0.16%	1	1	1
African American	3.8%	3.57%	4.26%	25	20	26
Asian	11.5%	12.30%	14.4%	76	69	88
Filipino	1.1%	1.07%	1.47%	7	6	9
Hispanic/Latino	8.4%	9.09%	10.15%	56	51	62
Pacific Islander	%	%	0%			0
White	67.8%	66.67%	62.85%	450	374	384
Multiple/No Response	6.8%	7.13%	6.38%	45	40	39
	Total Enrollment			664	561	611

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	74	105
Grade 1	114	84	85
Grade 2	122	97	91
Grade 3	109	111	104
Grade 4	104	104	120
Grade 5	137	91	105
Grade 6			1
Total Enrollment	664	561	611

Conclusions based on this data:

1. Our school enrollment has decreased consistently over the past 3 academic years due to families moving out of the Santa Monica area. The global pandemic has had a tremendous impact on enrollment as well. This past year we increased enrollment by approximately 50 students. We anticipate remaining the same or increasing next year as Franklin is bringing on an additional TK class for a total of two classes.
2. Our 5th grade student population decreased by more than a full classroom size, but next year we anticipate a full 5th grade for four classrooms with 120 students.
3. Our non-White student population has steadily increased this last school year bringing more diversity to the Franklin population, even though our enrollment has been slightly decreasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	24	27	31	3.60%	4.8%	5.1%
Fluent English Proficient (FEP)	57	55	55	8.60%	9.8%	9.0%
Reclassified Fluent English Proficient (RFEP)	5			20.8%		

Conclusions based on this data:

1. Our English Learner population continues to grow, although the percentage remains low. We are working at reclassifying all students eligible and ready for reclassification.
2. Out of the 31 English learners this past year, Franklin reclassified 4 students who will be monitored closely over the next few years.
3. Our number of EL students has steadily been increasing over the past three years.

School and Student Performance Data

Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Winter Diagnostic Data	611	432	84	29

Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Winter Diagnostic Data	611	452	88	26

Conclusions based on this data:

1. The percentage of students testing at or above grade level is consistent in ELA and Math.
2. The percentage of students not tested this year is above average and needs to be an area of focus.
3. The percentage of students at or above grade level needs to be viewed in comparing to state summative assessments to see alignment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	102	111		0	110		0	110		0.0	99.1	
Grade 4	97	98		0	98		0	98		0.0	100.0	
Grade 5	134	86		0	85		0	85		0.0	98.8	
All Grades	333	295		0	293		0	293		0.0	99.3	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2526.			65.45			20.00			10.00			4.55	
Grade 4		2559.			71.43			12.24			9.18			7.14	
Grade 5		2612.			68.24			22.35			5.88			3.53	
All Grades	N/A	N/A	N/A		68.26			18.09			8.53			5.12	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		43.64			51.82			4.55				
Grade 4		57.14			38.78			4.08				
Grade 5		48.24			48.24			3.53				
All Grades		49.49			46.42			4.10				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		60.91			33.64			5.45	
Grade 4		51.02			44.90			4.08	
Grade 5		58.82			37.65			3.53	
All Grades		57.00			38.57			4.44	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.27			57.27			5.45	
Grade 4		33.67			64.29			2.04	
Grade 5		27.06			69.41			3.53	
All Grades		33.11			63.14			3.75	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.55			50.91			4.55	
Grade 4		38.78			57.14			4.08	
Grade 5		60.00			40.00			0.00	
All Grades		47.10			49.83			3.07	

Conclusions based on this data:

1. Students are over 85% at or above standards in ELA, and 5% of students are below standard level.
2. There is a significant difference in looking at above the standard between 5th grade and grades 3 and 4 in research/inquiry. This should be an area of focus.
3. Although most scoring is aligned amongst grade levels when combined for above standard and at or near standard, there are variances amongst grade levels that need to be looked at.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	102	111		0	110		0	110		0.0	99.1	
Grade 4	97	98		0	97		0	97		0.0	99.0	
Grade 5	134	86		0	85		0	85		0.0	98.8	
All Grades	333	295		0	292		0	292		0.0	99.0	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2526.			61.82			29.09			8.18			0.91	
Grade 4		2555.			54.64			28.87			11.34			5.15	
Grade 5		2593.			61.18			21.18			12.94			4.71	
All Grades	N/A	N/A	N/A		59.25			26.71			10.62			3.42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		67.27			30.91			1.82	
Grade 4		60.82			32.99			6.19	
Grade 5		65.88			29.41			4.71	
All Grades		64.73			31.16			4.11	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		68.18			29.09			2.73	
Grade 4		52.58			43.30			4.12	
Grade 5		55.29			37.65			7.06	
All Grades		59.25			36.30			4.45	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		60.00			39.09			0.91	
Grade 4		58.76			35.05			6.19	
Grade 5		50.59			45.88			3.53	
All Grades		56.85			39.73			3.42	

Conclusions based on this data:

1. Less than 5% of students are below standard in mathematics, and over 85% are at or above standard in mathematics.
2. There is a significant difference in problem solving for above standard in 3rd grade (68%) and 4th and 5th grades (53% and 55%).
3. 3rd grade has a significantly lower number of students below the standard than grades 4 and 5. This should be an area of focus for next year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	5	
1	*	*		*	*		*	*		5	4	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	4	
4	*	*		*	*		*	*		*	4	
5	*	*		*	*		*	*		*	*	
All Grades										20	23	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	65.00	34.78		10.00	43.48		5.00	8.70		20.00	13.04		20	23	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	65.00	73.91		10.00	4.35		5.00	8.70		20.00	13.04		20	23	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	50.00	8.70		15.00	47.83		15.00	26.09		20.00	17.39		20	23	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	50.00	45.45		30.00	40.91		20.00	13.64		20	22	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	70.00	69.57		10.00	13.04		20.00	17.39		20	23	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	60.00	21.74		20.00	60.87		20.00	17.39		20	23	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	40.00	30.43		40.00	56.52		20.00	13.04		20	23	

Conclusions based on this data:

1. We continue to be 75% or higher in the well-developed or somewhat moderate level in all domains except for written language. We have seen a big dip on level 4 proficiency between 20-21 and 21-22. This also created a bigger spike in level 3 proficiency.
2. This past year 56% of students scored in the well developed and somewhat/moderate level in written language. This will be an area of focus for our current ELL students as we provide integrated EL strategies in the classroom.
3. In the reading domain, we had a major dip in our well developed scores of 38%. This should be an area of focus for next year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
561	5.7	4.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Franklin Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	4.8
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	32	5.7
Students with Disabilities	82	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.6
American Indian	1	0.2
Asian	69	12.3
Filipino	6	1.1
Hispanic	51	9.1
Two or More Races	40	7.1
Pacific Islander		
White	374	66.7

Conclusions based on this data:

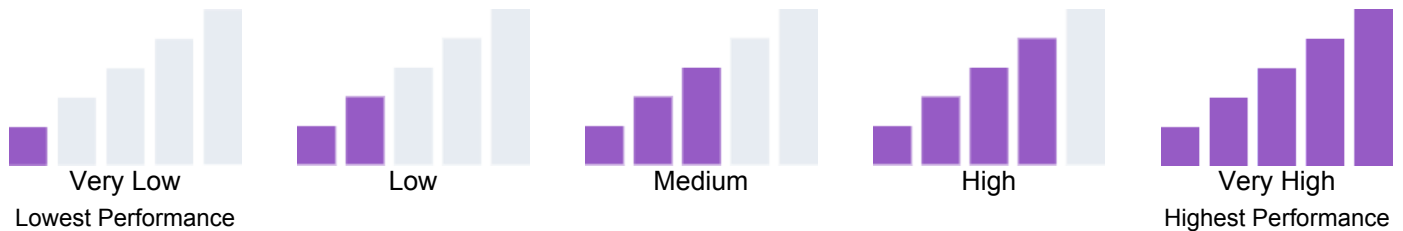
1. 14% (which is the national average) of our student population are students with disabilities. This includes services for 2 Specialized academic instruction teachers, 2 social skills classes, and speech and language only students.
2. Our English Learners and socioeconomically disadvantaged are around 5% each, however we need to focus on these populations to make sure they are receiving appropriate supports to meet their challenges.
3. Based on this data, Franklin needs to find ways to be more inclusive of our diverse student populations, as our white population over dominates the school currently.

School and Student Performance Data

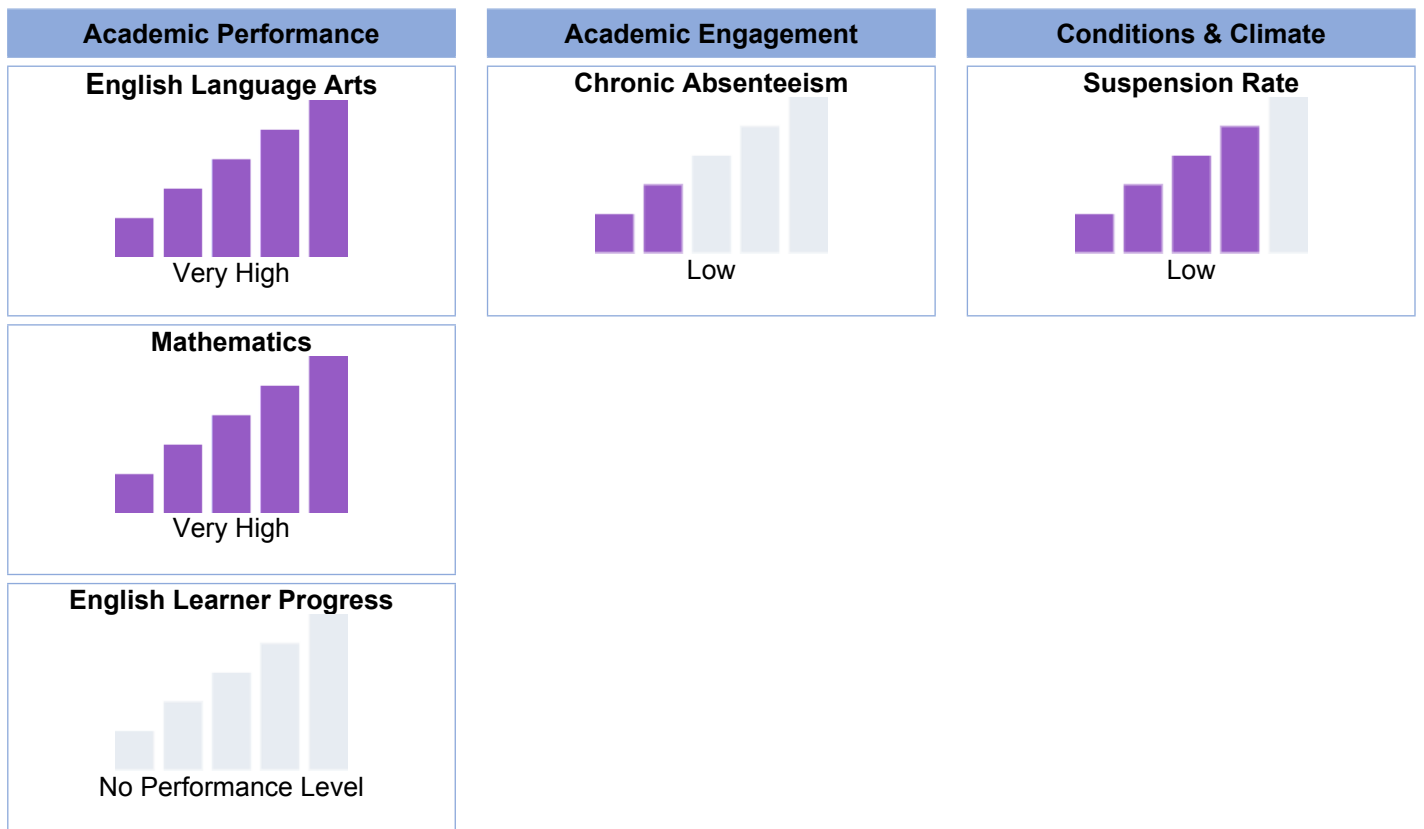
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our students are performing well overall in both English Language Arts and Mathematics.
2. Chronic Absenteeism is low, but we need to give more focus to those that are habitually absent and intervene earlier in the year Meeting are held with those families that are excessive.

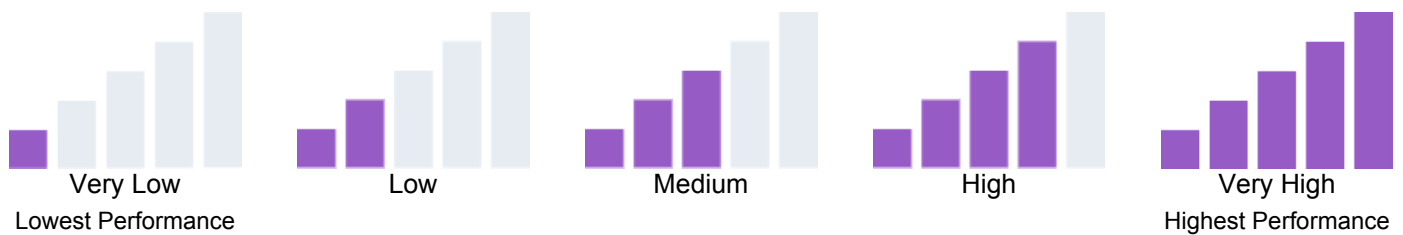
3. Alternatives to suspension have been used and the results are that Franklin rarely if ever suspends students. There has only been one off campus suspension in the last 3 years.

School and Student Performance Data

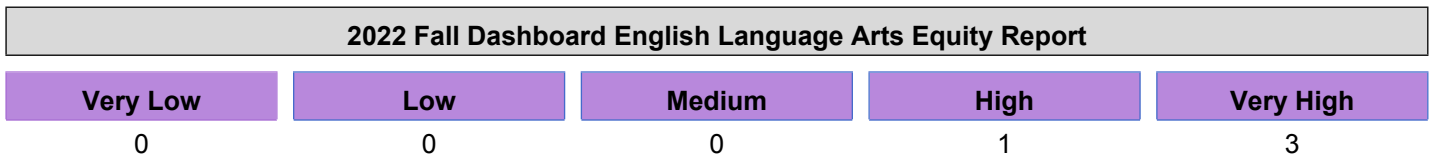
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

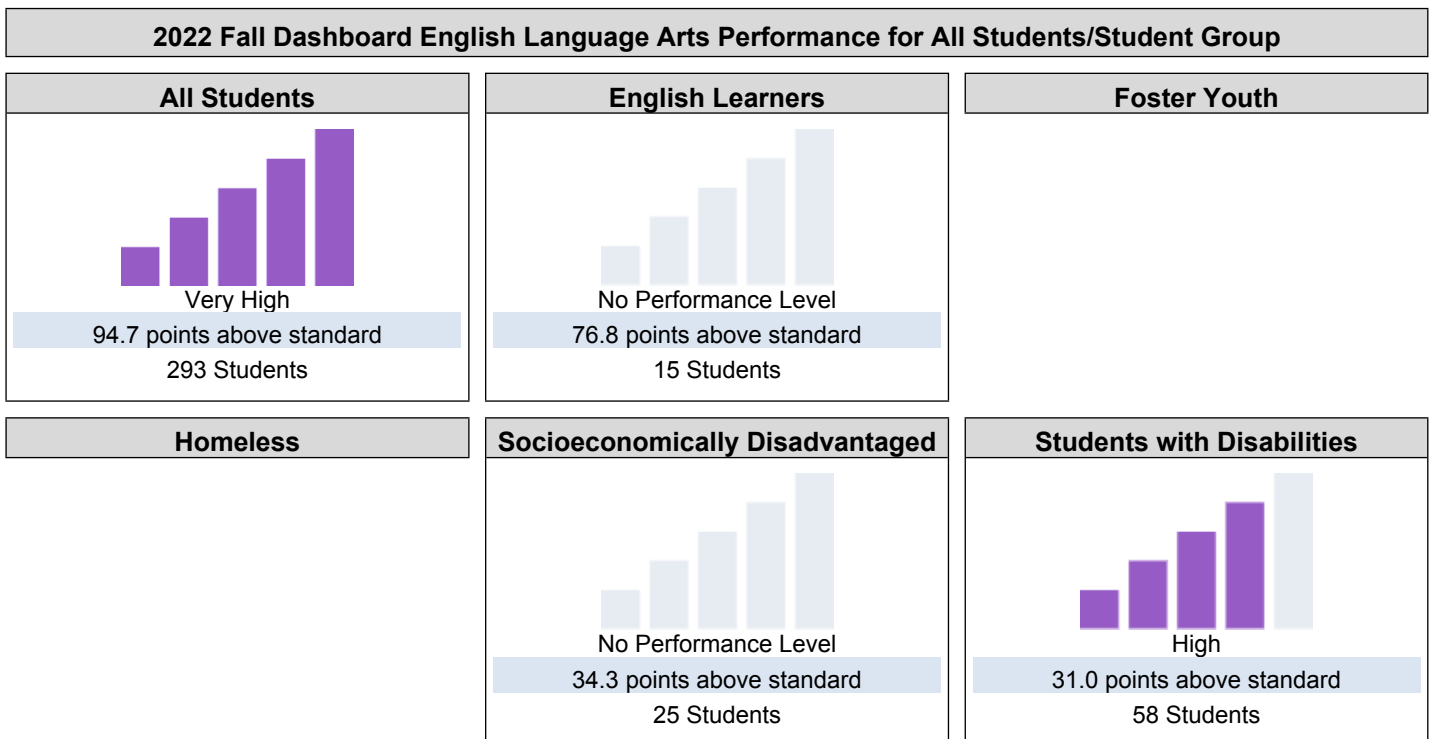
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



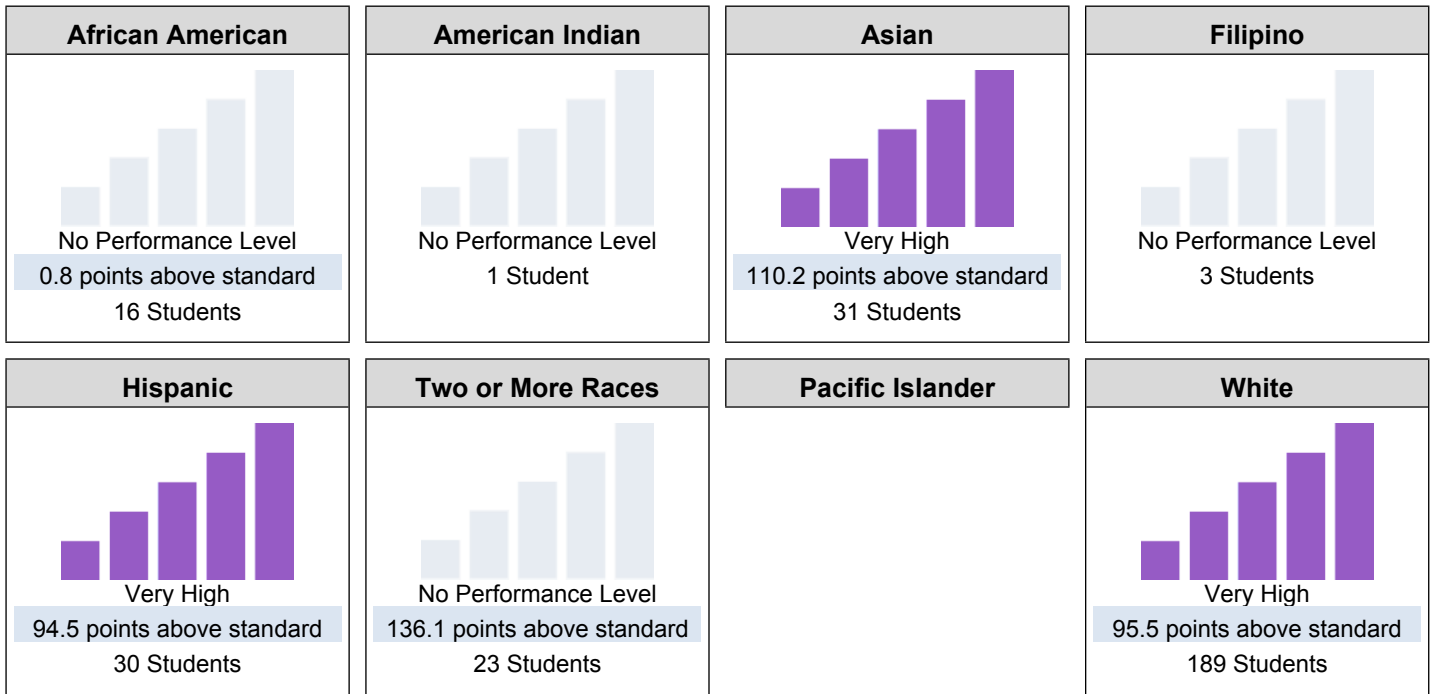
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	8 Students	89.8 points above standard 250 Students

Conclusions based on this data:

1. All students and our students in particular sub groups including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities all showed an increase in English Language Arts.
2. Our Reclassified English Learners showed a decline in their overall performance on the SBAC.
3. Our students with disabilities is 31 points above the standard, and our Hispanic population is 94.5 points above the standard. We should strive for continued growth for these populations.

School and Student Performance Data

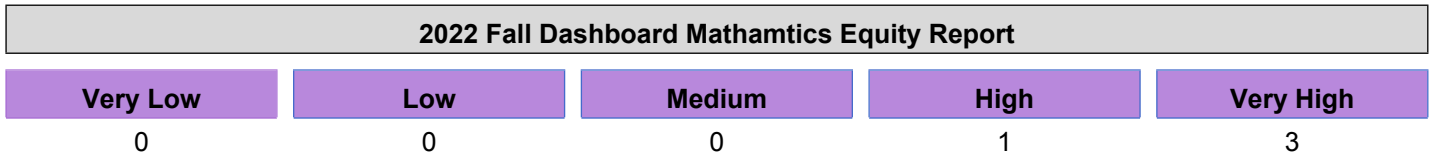
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

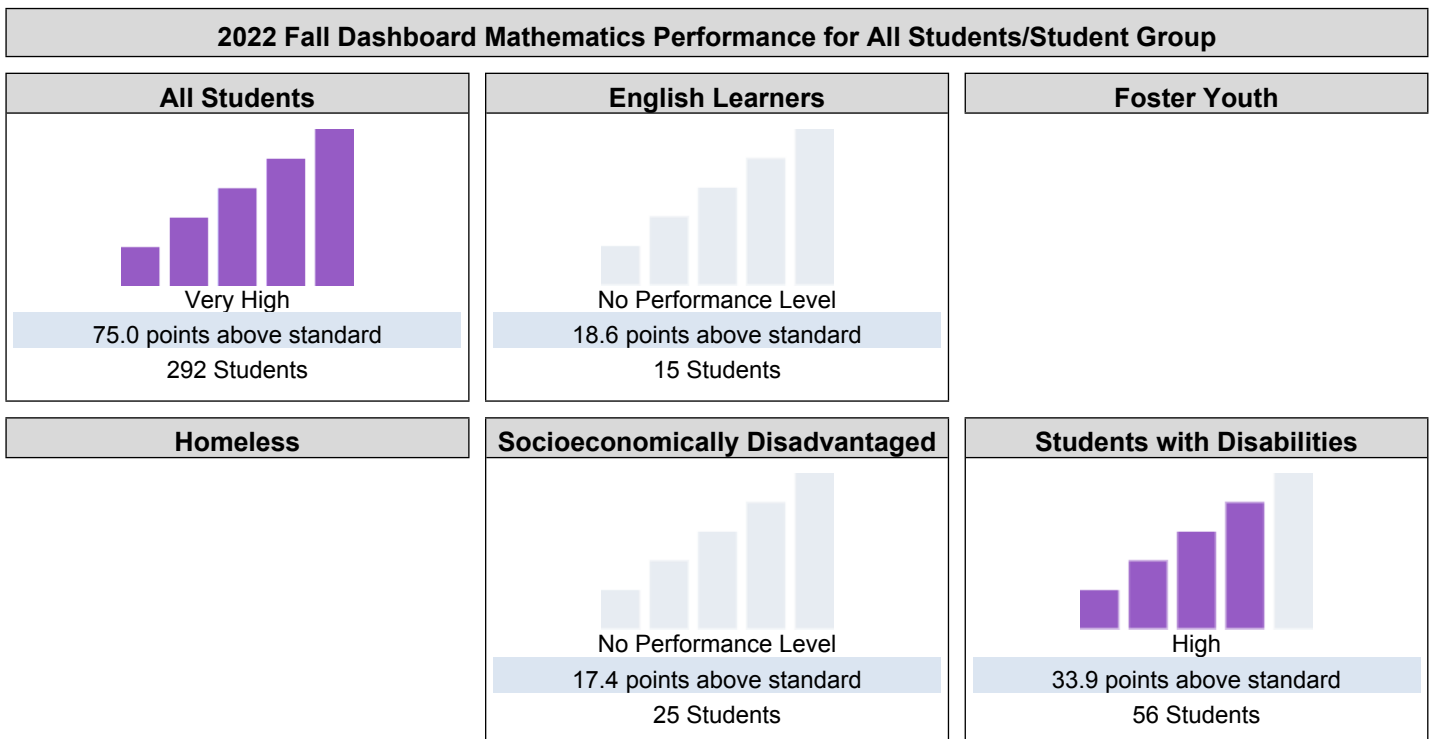
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



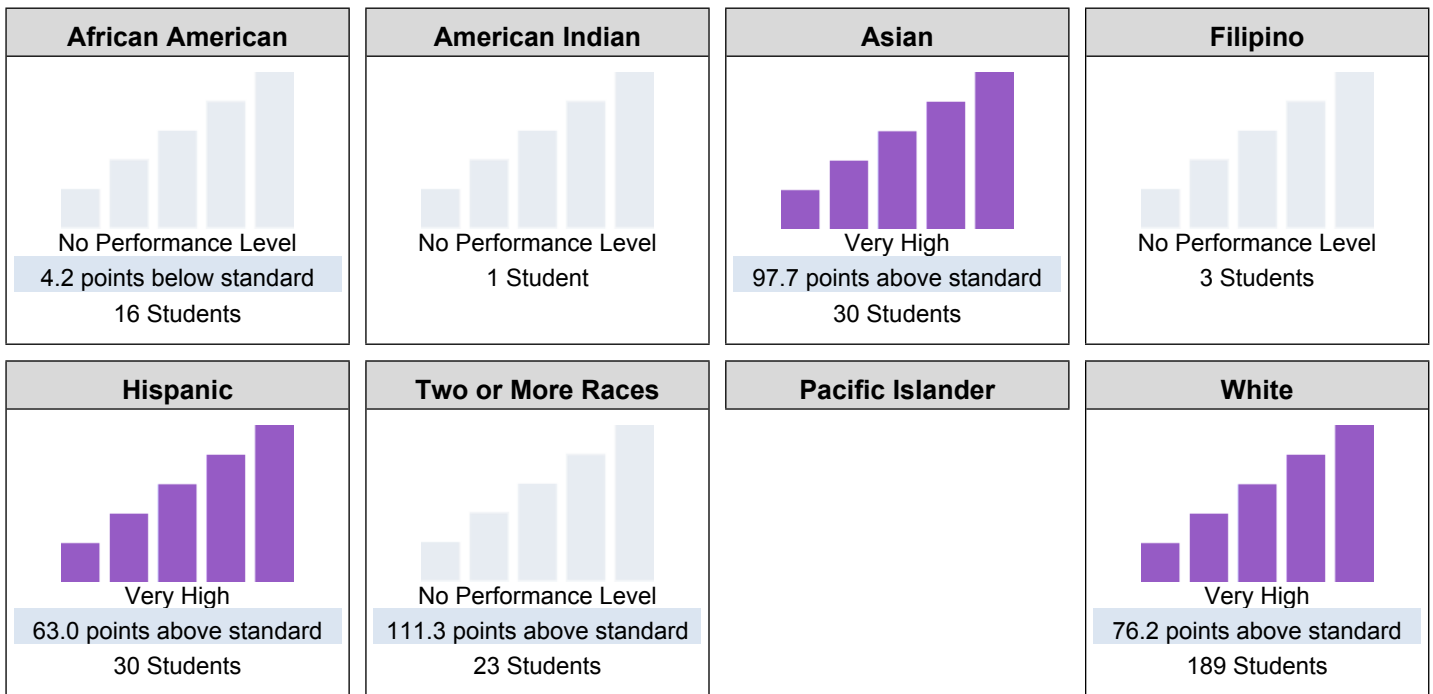
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	8 Students	74.0 points above standard 248 Students

Conclusions based on this data:

1. Our students with disabilities are 33.9 points higher than the standard and our Hispanic population is 63 points above the standard. We should strive to continued growth for these populations.
2. Most student groups increased or maintained in points, with Socioeconomically Disadvantaged students being the only student group that decreased.
3. Current English Learners increased in points.

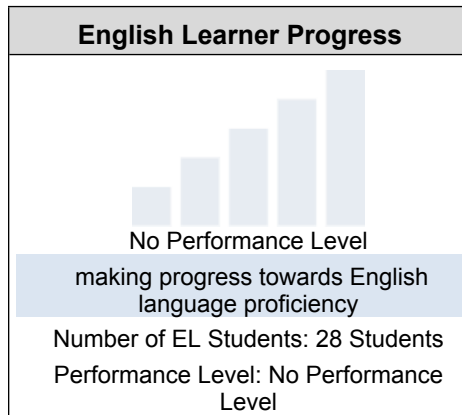
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

- 74% of our English Learners are making progress towards English Language proficiency.
- The ELPI status rate of High reflects the number of English Learners who moved up at least one ELPI level or maintained the ELP criterion of level 4 from the prior year to the current year.
- Approximately 25.9% of our English Learners decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

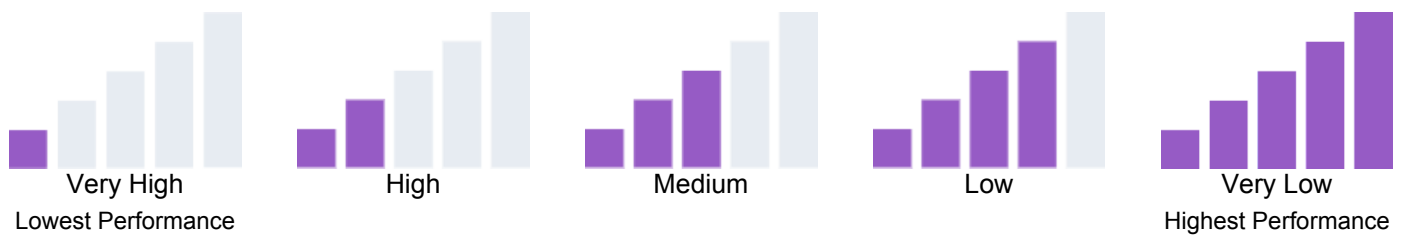
1. Not applicable

School and Student Performance Data

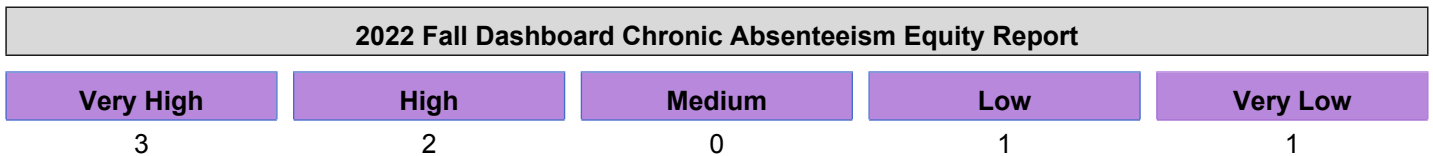
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

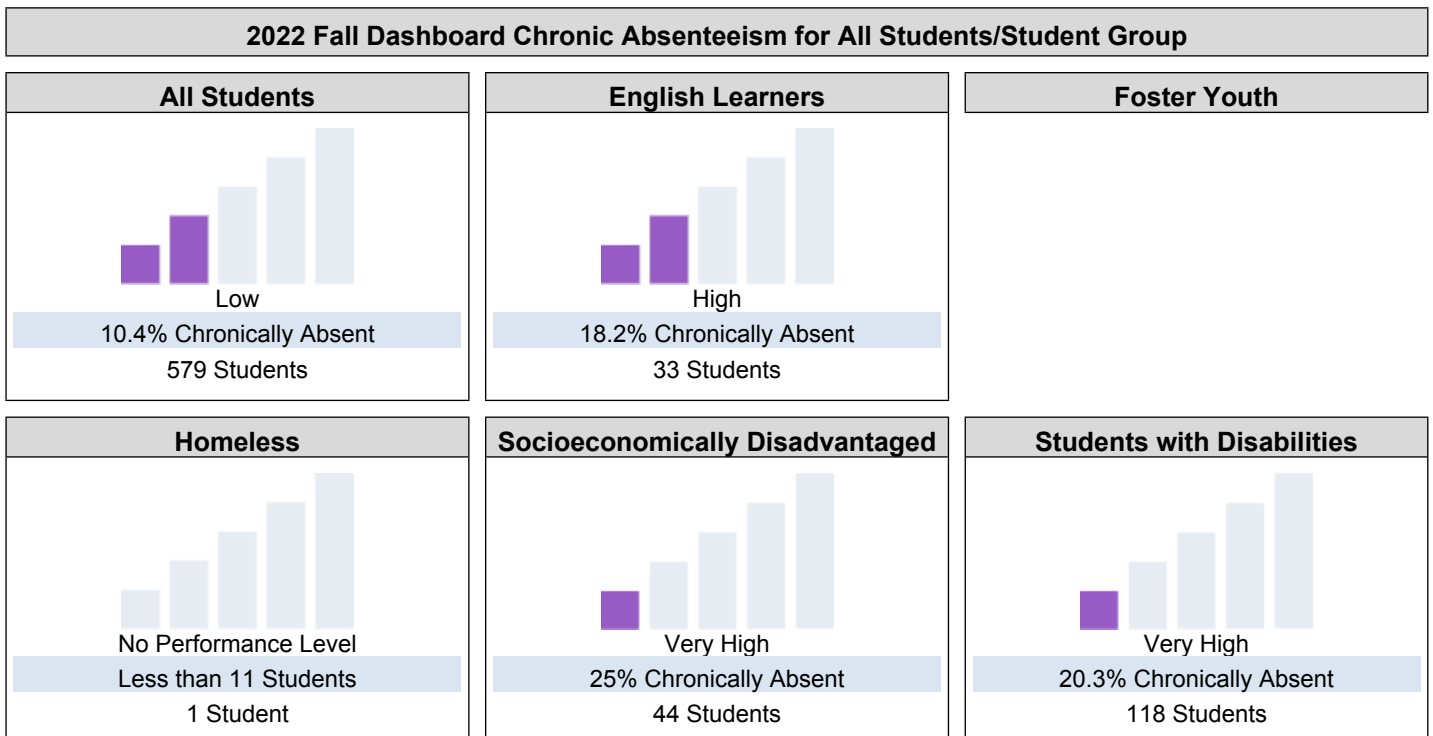
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



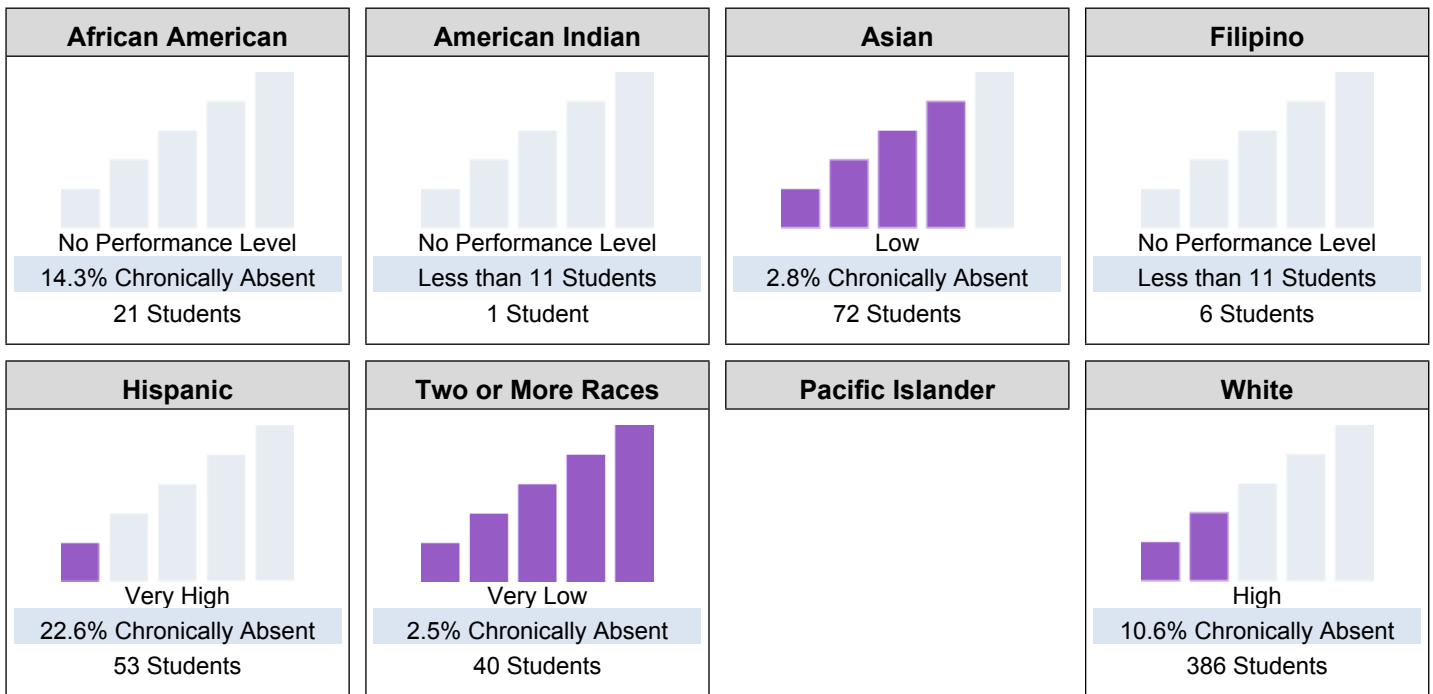
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



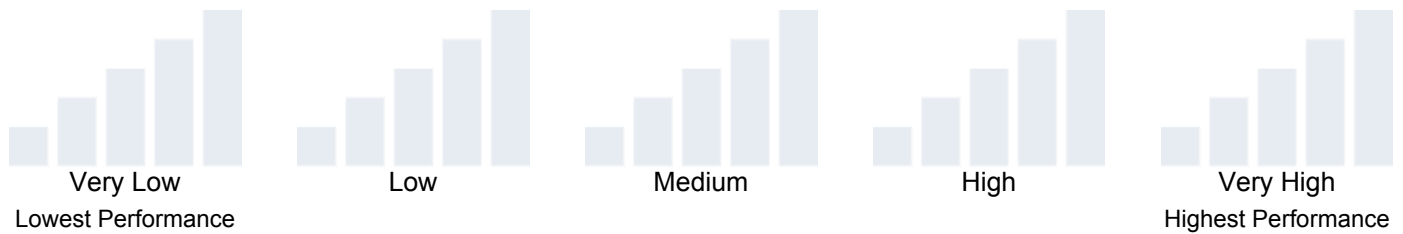
Conclusions based on this data:

1. It appears there was a decline in the number of English Learners who were chronically absent, while the number of Socially Disadvantaged students increased. We need to focus on these subgroups and provide supports where needed, incentives, parent meetings, AA letters, etc.
2. Students with Disabilities maintained in this area and are impacted more so in our regionalized special ed. programs.
3. Students with 2 or more races were the only Race/Ethnicity group that increased in chronic absenteeism while others within this group either maintained or declined in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High
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This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

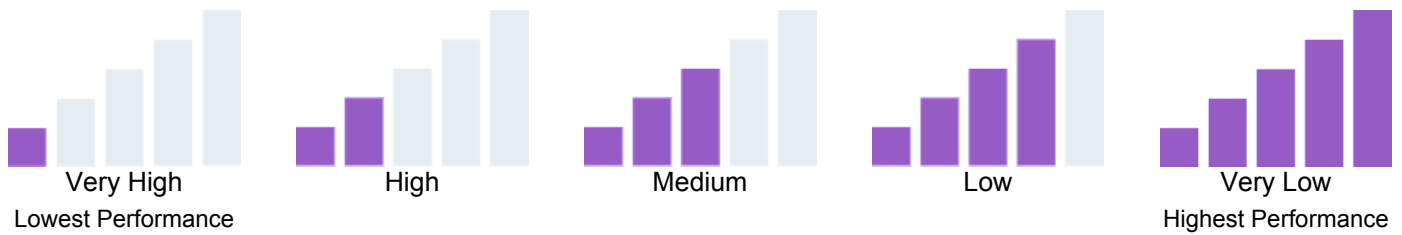
1. Not applicable

School and Student Performance Data

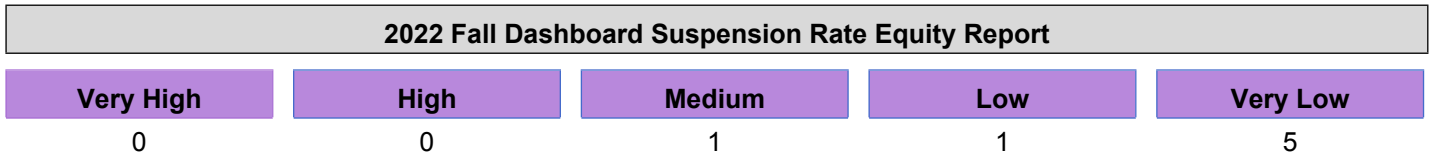
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

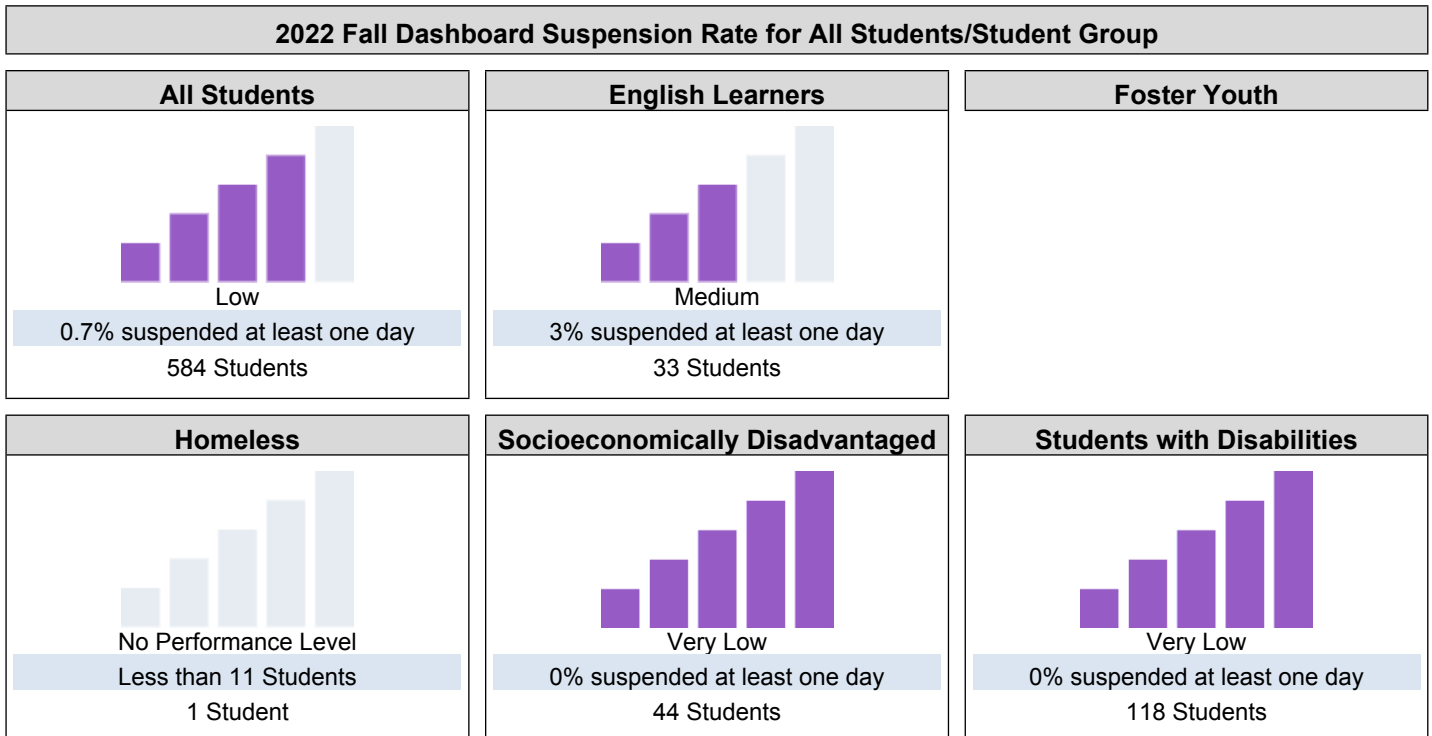
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



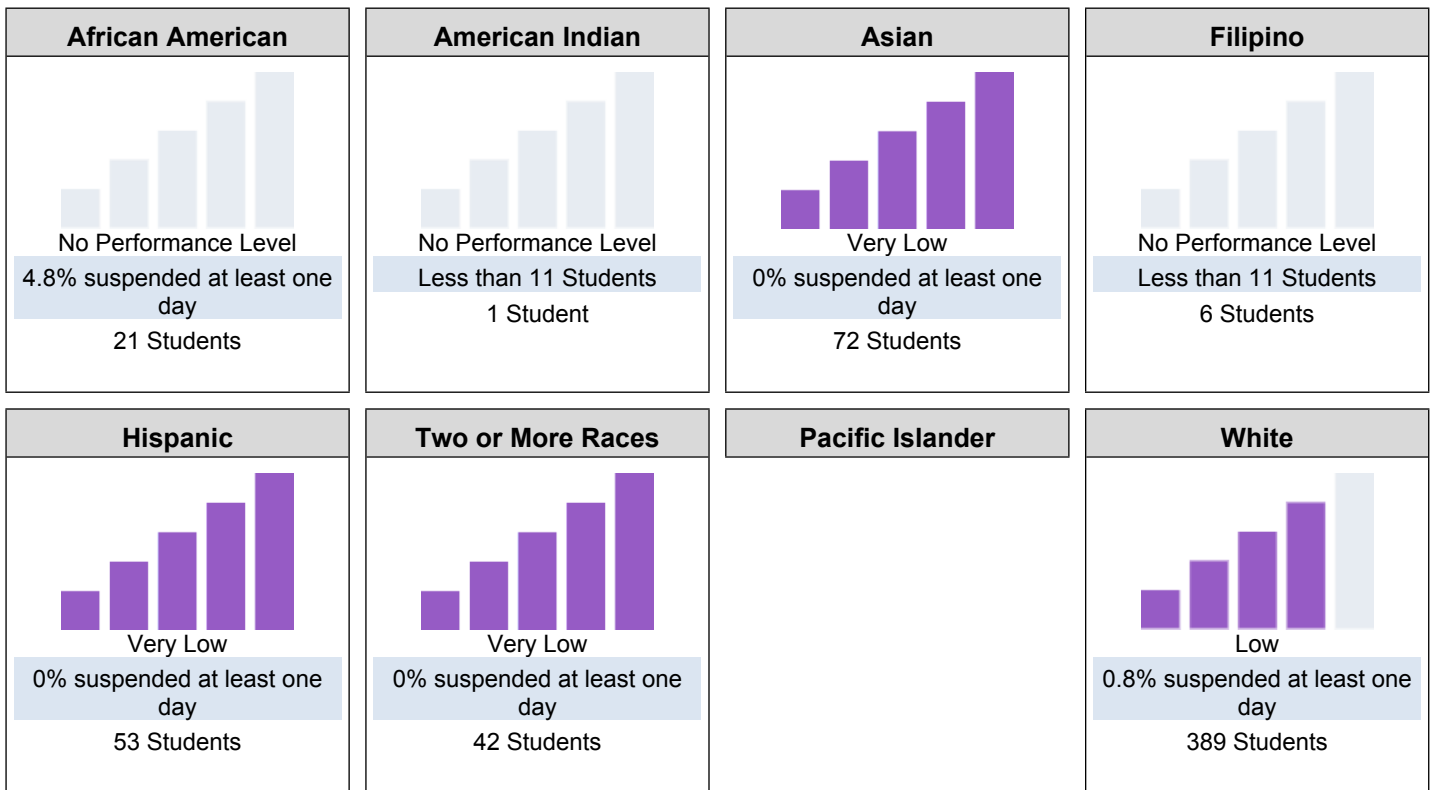
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates are very low. Only one student was suspended this year.
2. Restorative Justice circles and techniques have helped to maintain a very low suspension rate. Classes meet daily for morning and closing circles.
3. Teachers consistently engage students in Social Emotional Learning and conduct class meetings on a daily basis which have helped students remain accountable for behavior impacting student suspension rates. Progressive discipline plan is worked through the entire school system.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

By June 2024, the percentage of students meeting or exceeding standards on the CAASPP in ELA and Math, will increase to 90% and less than 14% of the students will be below the proficiency benchmark on the Star reading assessment and less than 9% will be below the proficiency benchmark on the Star math assessment.

Identified Need

In Winter 2023, approximately 16% of students performed below the proficiency benchmark on Star Reading, 12% in Star Math, and 20% on Star Early Literacy . According to the 2021-22 CAASPP data, the following results are disaggregated by subgroups: of our Asian students (30 students) tested: 93% met or exceeded standard in both ELA and Math; of our African American students (15 students) tested: 40% met or exceeded standard in ELA and 47% in Math; of our Hispanic students (30 students) tested: 80% met or exceeded standard in ELA and 73% in Math - please note of those 30 students tested, 2 are also EL students); of our students of two or more races (23 students) tested 100% met or exceeded standards in ELA and 87% in Math; of our Socioeconomically Disadvantaged students (22 students) tested: 71% met or exceeded standard in ELA and 68% in Math; of our Special Education students (43 students) tested: 63% met or exceeded standard in ELA and 67% in Math; and our English Language Learners (10 students) tested: 55% met or exceeded standard in ELA and 70% in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter 2023 STAR Assessment 2018-19 CAASPP	Due to school closures during the 2020-21 school year as a result of the Covid-19 global pandemic, the CAASPP assessment was not administered in Spring 2020 or Spring 2021. This is the first school year our 3rd - 5th graders will be taking the CAASPP in three years. The following data will continue to support this goal area for the 2022-2023 school year. In Winter 2023, 16% of students in grades 2-5 performed below proficiency in reading and 12% of students performed below proficiency overall in math. According to our CAASPP data	2% of students will go from below proficiency to above proficiency category on Star Reading. 3% of students will go from below proficiency to above proficiency on Star Math. An additional 4% of students will perform within the proficient range in CAASPP Math; and an additional 2% of students will score within the proficient range on the CAASPP English Language Arts assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(grades 3-5) from the 2021-22 exam: 87% of students performed within the proficient range in Math and 87% of students scored within the proficient range in English Language Arts.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students performing below the 10th%ile will have additional screening to see if they require additional support. Tier II and Tier III interventions as well as Specialized Academic Instruction (SAI), for special education students, are supports for students requiring intensive assistance. Teachers will identify students who perform in lower ranges and provide differentiated instruction during the day for those students while providing a rigorous education to all students. Teachers will also provide Integrated and Designated English Language Development instruction to our English Language Learners.

Strategy/Activity

Tier III intervention is provided to those who are within Tier III levels on STAR assessments, score below standard on the Smarter Balanced Assessment Consortium (SBAC)/CAASPP assessment, and teacher input supports the need as well. English Learners in grades 4 and 5 who meet the following criteria: scored 1 or 2 on CAASPP ELA, scored 2, 3, or 4 on the ELPAC overall, and scored 60% or higher accuracy on the E3D, will receive E3D support either before or during school. All ELD Learners will receive designated and integrated instruction in their classrooms on a daily basis. Teachers are using the ELD standards to enhance their curriculum across subject matter. All English Learners who performed below the 20th percentile on the ELPAC in grades 3-5 are receiving Tier III support from the English Language Interventionist. Some also receive support from our trained Instructional Assistants. Our Literacy and Language Interventionist uses programs such as Systematic Instruction in Phonological Awareness, Phonics, & Sight Words (SIPPS) as well as E3D, which is an intensive reading comprehension program, either before school or using the pull-out method with student groups during the day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students falling below the 10th%ile as well as those students who may be falling below the 25%ile.

Strategy/Activity

Provide time for teachers to assess their students 2 times during the year, discuss and collaborate around data, and provide in-class interventions. Provide coaching from the Instructional Coach in order to strengthen Tier I and Tier II instruction and provide teachers and assistants Tier III interventions. Instructional Coach works in conjunction with English Learner Instructor and Specialized Academic Instruction (Special Education) Teachers to provide ways to strengthen instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	None Specified None Specified Training of Gen Ed teachers, Special Educators, and Instructional Assistants by Literacy Coach
7,320.00	Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined Substitute teachers provided 2 x a year so teachers can assess their students.
	Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined Substitute teachers so teachers can assess students, do school learning walks, allow a teacher representative to attend PTA meetings and represent the students' and teachers' needs, and collaborate with their grade level around data and instruction.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Special education teacher provides before school intervention for students with Executive Functioning issues. Providing the support before school helps keep students in class for critical instruction.

Strategy/Activity

Before and after school intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,500.00

Source(s)

Site Formula Funds
None Specified
SAI teacher to provide before school intervention- stagger teacher hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will have equitable writing instruction even during distance learning. Teachers are using a variety of tools and strategies to provide feedback within a virtual platform. Peer-edits, one-on-one writing conferences, and group break out sessions for writing support are just a few strategies used to assist students in this area.

Strategy/Activity

In order to make sure there is equity of instruction and proper data collection, teachers will receive professional development opportunities on using rubrics and mini-lessons to promote writing proficiency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000.00

Source(s)

District Funded
0001-0999: Unrestricted: Locally Defined Professional Developments for Teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Kindergarten students are the larger group of students performing below the proficiency benchmark based on the STAR data.

Strategy/Activity

Provide additional instructional assistant support throughout the day. (by 30 minutes)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Use additional instructional assistant time provided by the district in the kindergarten classrooms.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Provide support for students in Science using Next Generation Science Standards (NGSS).

Strategy/Activity

STAR Science to provide support to the students with NGSS. District to provide NGSS training to teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

37,000.00

Source(s)

Stretch Grant (Ed Foundation)
0001-0999: Unrestricted: Locally Defined
STAR Science Training

0

Parent-Teacher Association (PTA)
0000: Unrestricted
Materials for STAR Science Trainings

District provides in-services to teachers in
NGSS

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students have access to technology in the classroom except for TK classes. iPads were provided this past year for Kindergarten classes.

Strategy/Activity

Technology needs are met through various computer programs provided by either the school District or our school PTA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

Parent-Teacher Association (PTA)

0000: Unrestricted
Teachers will have access to needed technology in order to support ELA, Math, STEM, to ensure all students have updated one to one chromebooks, and printers are fully functional.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Targeted math instruction will help students perform better on the math portion of the CAASPP and

Strategy/Activity

Math walk throughs and collaboration around math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,320

Source(s)

Stretch Grant (Ed Foundation)
0000: Unrestricted
Teacher teams will perform walk throughs.
Money is allocated above as part of substitute teacher line.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students need culturally relevant, rich literature available.

Strategy/Activity

Provide new books that appeal to young readers and portray a vast array of topics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Site Formula Funds
0001-0999: Unrestricted: Locally Defined
Books for the library and instructional materials.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school has decided to provide math intervention instead of homework club in 22/23. Students are identified for need based on teacher recommendation. We saw success with this intervention, so we will continue providing this intervention for the 23/24 school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000.00

Source(s)

Parent-Teacher Association (PTA)
0000: Unrestricted
Teacher will be paid to provide enrichment opportunities for students like Math Olympiad.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher pay for before and after school intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000.00

Source(s)

Parent-Teacher Association (PTA)
0000: Unrestricted
Funds are provided to enhance the learning of students by providing intervention before and after school.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library books to support learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

American Book Drive
4000-4999: Books And Supplies
Librarian receives funds to replenish leveled library books.

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.

District and classroom assessments will continue throughout the academic year. STAR assessments are given formally for the Fall, Winter and Spring, all of which teachers and staff use to drive instruction and determine the learning needs of all students.

The following is previous data from Spring 2023. There was academic growth from Fall to Spring on the STAR assessments with the exception of one grade level where there was a slight dip in math scores. Fourth grade decreased the number of students scoring at or above proficiency by less than 1%. On the 2022 CAASPP, 87% of students exceeded or met standards in ELA and Math.

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

This year, we are allowing 2 substitute days for every teacher in order for them to complete individualized assessments for each of their students to determine needs and strengths.

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 will be made at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

By June 2024, the percentage of English Learners performing above the proficiency benchmark will reach or exceed 80% on the STAR Assessment in ELA. In addition, by June 2024, the percentage of English Learners performing within the proficient range on the spring CAASPP assessment will reach or exceed 80%.

Identified Need

According to Spring 2023 STAR data, 30% of English Learners performed below the proficiency benchmark in reading, 17% in math, and 44% in early literacy. According to the 2021-22 CAASPP data, our English Language Learners (13 students at the time) tested: 55% met or exceeded standard in ELA and 47% in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2022 Star Assessment for grades K-5 2021-22 CAASPP for grades 3-5 Spring 2023 Star Assessment for grades K-5	Spring 2023 Star Data (Grades K-5); 20 students total in reading 18 students total in math, and 9 students total in early literacy) Fall 2022 Star Data (grades K-5); 12 students total in reading, 13 student in math, and 10 students in early literacy. Results show 58% of EL students performing above the proficiency benchmark on STAR Reading assessment, 92% on Star Math, and 90% on the Star Early Literacy CAASPP 2021-22 Data: Math - 70% of our EL students performed in the proficient range; ELA - 55% of our EL students performed in the proficient range.	The number of students who are performing above the 10th%ile and are English Language Learners will increase by 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Given the collective trauma experienced by, which have impacted assessment results, we will continue to support our EL students through previously implemented activities and strategies.

Strategy/Activity

English Language support from an English Language Interventionist. Tier II, Tier III, and E3D groups take place before and during school. Instructional Assistants provide support in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded None Specified LLI specialist will work with small groups
	District Funded None Specified Instructional Assistant support
	District Funded None Specified Before school groups-voluntary for students. See last goal for intervention funds.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are English Learners require additional support in the classroom from the teachers and staff.

Strategy/Activity

Provide training to teachers and staff through Instructional Coach and with District Support. Teachers will provide integrated and designated supports in the classroom on a daily basis. Teach the English language explicated to English Learners to help them acquire the language while accessing the curriculum. Repeat words in different ways. Determine key concepts and objectives. Modify vocabulary as needed. Make lessons visual.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Other
None Specified
Literacy Coach support and District Inservicing

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who are English Learners require some specialized supplies and books. Culturally responsive materials are required as well. Book club promotes culturally appropriate books.

Strategy/Activity

Materials available to students in their native language. Have books that are culturally responsive for students to access.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Lottery: Instructional Materials
0001-0999: Unrestricted: Locally Defined
Librarian will order books for the library available to teachers- see goal1.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Specific supplies may be needed to help English Learners in the classroom. The PTA and teachers along with the librarian will establish a learning library to support our English Learners.

Strategy/Activity

Provide supplies and a variety of relevant and meaningful supplemental reading materials for English Learners in grades K-5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

Site Formula Funds
0001-0999: Unrestricted: Locally Defined
Provide supplies and a variety of relevant and meaningful supplemental reading materials for English Learners in grades K-5. Used by

	teachers and LLI specialists for integrated and designated instructional strategies.
2,000.00	Parent-Teacher Association (PTA) 0001-0999: Unrestricted: Locally Defined Books to enhance learning for English Language Learners.

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.

Our teachers and specialists are continuing to provide a rigorous education to all of our students. District and classroom assessments will continue to be conducted, all of which teachers and staff use to drive instruction and determine the learning needs of all students. We found that most of our students made gains in reading through the interventions therefore our goal of providing consistent instruction is imperative. Students are assessed to determine if they have a need for either Tier 2 or Tier 3 levels of intervention.

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

All expenditures allocated were used for their intended purposes.

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.

Our annual metrics have remained the same. On goal 2, updated STAR data collection has been added, replacing Fastbridge.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

By June 2024, all teachers and staff will be trained in continued Responsive Classroom, which is an approach to teaching that creates positive classroom communities and elevates school climate. Student surveys will be given out twice a year (Fall and Spring) to make sure that at least 80% of all classroom teachers are utilizing responsive classroom strategies.

Identified Need

Our School Climate Survey data shows students feeling safe and engaged in the classroom overall but continuing to have difficulties on the playground. Although there has been an increase in teachers doing circles and conducting class meetings, they need to occur more often in order to assist students with conflicts. Restorative circles are completed when incidents warrant this intervention. Data to show family engagement should be collected more often to determine the value of what is being provided, who is attending, and with what frequency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Student Survey data, Olweus data, parent surveys, healthy kids survey	The data collected from the Olweus Survey conducted in May 2022 was utilized to support the continuation of the strategies and activities implemented. Survey data collected: 356 3rd through 5th grade students completed the survey; 12% of students said they had been bullied 2-3 times per month - data showed mostly 4th graders felt this way; national average of students making this same report is 19%; 13.5% of students said they experienced bullying through exclusion and 11% through verbal; 78% of the students reported the bullying took place on the playground during recess/breaks and 37% stated the lunch area.	Increase students' feelings of safety and engagement. Increase communication and family engagement.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will feel safe while engaging in learning and throughout the school day.

Strategy/Activity

Provide Health Office coverage for the entire day (currently have 2 HOS's). Provide extra coverage on the playground with trained PE Staff, Campus Monitors, Instructional Assistants, and Teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

Stretch Grant (Ed Foundation)
0001-0999: Unrestricted: Locally Defined Responsive Classroom Training, Coaching and Materials

District LCAP Funds
0001-0999: Unrestricted: Locally Defined Extra Health Office Specialist support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will feel engaged and connected to their school community.

Strategy/Activity

Provide students with engaging activities that help them feel connected at school using the Responsive Classroom approach, by providing relevant and meaningful learning opportunities as well as a safe and inclusive school environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District LCAP Funds
0001-0999: Unrestricted: Locally Defined Contractors to provide extra music and art

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who need emotional support (self-identified, parent identified, or staff identified)

Strategy/Activity

Provide counseling services to students in need of emotional supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

District LCAP Funds
0001-0999: Unrestricted: Locally Defined Counselor

District provides counseling interns

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will feel the school is safe and organized at opening in August and throughout the year.

Strategy/Activity

Provide extra time for the clerical staff to help make sure that the school is ready to open in August and all procedures are set up.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,800.00

Source(s)

Site Formula Funds
0001-0999: Unrestricted: Locally Defined
Bring the clerical staff in several days before school begins.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will feel the school is safe and organized whether on distance learning or while on campus upon school reopening.

Strategy/Activity

Provide Restorative Justice Training to teacher teams, Olweus teams to help train staff, Mindfulness training and circles in class on a weekly basis or more often.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
None Specified
District will provide training to staff

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Parents will be informed about school events and will feel connected to the school.

Strategy/Activity

PTA will provide parent trainings, Special Ed PTA meetings, and family events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,800.00

Source(s)

Parent-Teacher Association (PTA)
0000: Unrestricted
Trainings, surveys, and events

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Provide social-emotional support for students in need.

Strategy/Activity

Counseling services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500.00

Source(s)

Site Formula Funds
0000: Unrestricted
Provide counseling services through our contracted counselor and counselor intern support though the district.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Provide culturally relevant experiences for students during the school day. April 2023 held an outstanding multicultural event for the Franklin community.

Strategy/Activity

Assemblies that highlight different cultures and ideas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500.00

Source(s)

Parent-Teacher Association (PTA)
0001-0999: Unrestricted: Locally Defined
Multicultural Fair in the Spring to promote
diversity and learning of various cultures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Make sure parents have access to enrollment before school starts, classes are ready to go, and all materials are provided to parents prior to beginning the school year.

Strategy/Activity

School support to get ready for school opening and enrollment from Office Staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,800.00

Source(s)

Site Formula Funds
0001-0999: Unrestricted: Locally Defined
Office staff assistance to prepare for school
opening and enrollment.

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.

Last year's goal was to promote family engagement through family events and continue to keep students safe by providing Health Office Specialist (HOS) support and yard assistants. This year, our school-wide focus is on the Responsive Classroom approach which assists with fostering a safe, comfortable, and fun school environment. The Responsive Classroom approach will be utilized in every classroom and learning space on campus. We will also continue to utilize the Olweus Anti-bullying program and Restorative Justice practices.

Health Office Specialists and Campus Monitors have been provided throughout the year which has been necessary to assist with the continued health and safety of all of our students. It helps tremendously having extra staff to adhere to the safety protocols, with playground support and supervision throughout the campus. Teachers are engaging in morning meetings, sharing, energizers, and closing circles daily through Responsive Classroom. Restorative Justice was introduced and harm circles were effective in supporting students with communication, conflict resolution, and helped stop the same behaviors from occurring more than one time. Parent communication in the form of one weekly bulletin from the PTA, along with the administration has been very effective.

A committee is formed to look at current school culture (including reinforcements and consequences) and modify or design a system that will work for all grade levels.

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

We stayed on budget for the year.

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.

The goal was modified in order to encompass the broader needs of the students since we use so many different strategies to meet student needs.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$135,540.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
American Book Drive	\$2,000.00
District Funded	\$8,000.00
District LCAP Funds	\$10,000.00
Parent-Teacher Association (PTA)	\$33,300.00
Site Formula Funds	\$25,600.00
Stretch Grant (Ed Foundation)	\$56,640.00

Subtotal of state or local funds included for this school: \$135,540.00

Total of federal, state, and/or local funds for this school: \$135,540.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Eran Zeevi	Principal
Sheri Hynding	Other School Staff
Lynne Hampton	Classroom Teacher
Beth Helphand	Classroom Teacher
Ashley Hatchett	Other School Staff
Vanesa Diaz	Classroom Teacher
Kim O'Hara	Classroom Teacher
Wai Mei Lee	Parent or Community Member
Lisa Demsky	Parent or Community Member
Michelle Jonas Sroka	Parent or Community Member
Elisabeth Ward	Parent or Community Member
Cliff Siegel	Parent or Community Member
Serini Peddi	Parent or Community Member
Robyn Meyers	Parent or Community Member

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




Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Other: PTA

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

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

This SPSA was adopted by the SSC at a public meeting on 05/08/2023.

Attested:

	Principal, Eran Zeevi on 05/06/2023
	SSC Chairperson, Wai Mei Lee on 05/08/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Santa Monica-Malibu Unified School District
Educational Services Department
Franklin Elementary School

PARENT AND FAMILY ENGAGEMENT POLICY

Franklin Elementary School has developed a written parent and family engagement policy with input from parents at Franklin Elementary

It has distributed the policy to all parents and guardians.

After adoption, this plan will be distributed.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

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

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.:

This meeting date will be determined by SSC and will happen during an SSC meeting in the fall of 2022. [2023?] The document will also be posted on the school website.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. :

PTA meetings are in the morning. [Should we add flexibility here – prior PTAs have switched between morning and evening, and next year’s PTA might decide to do that too] ELAC meetings are in the morning. SSC meetings are in the afternoon. All meetings are highly accessible through Zoom.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s programs and the parental involvement policy. How does the school involve parents?

The SSC elected parent representatives are involved and meet at least 8 times a year.

The school provides parents of students with timely information about the schools programs.

The School Parent Handbook, Newsletters, Website, BTSN, and Open House, weekly Flash, and all school emails and calls convey information to parents.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

The School Parent Handbook, parent conferences, teacher newsletters, Back-To-School-Night, SPSA and report cards are instrumental in explaining curriculum, assessment, and expectations for students.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Parent conferences, surveys, committees, Student Success Teams, 504's and IEPs all work to give parents a voice in education.

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

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Our report cards are standards based. The Dreambox Dashboard is also key for helping parents monitor and improve their child's achievement. [I've never received any information about the Dreambox Dashboard that I can recall – is this something that merits a parent communication?]

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Teachers send home completed work for parents to review with their child, the PTA has weekly newsletters, and Parent Ed. seminars. [prior wording made it sound like teachers had weekly newsletters]

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

This parent involvement plan and the weekly parent newsletter gives teacher and support staff ideas on the importance of parent engagement.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Returned work, open library, online programs such as Dreambox and Lexia, newsletters, ELAC, PTA, SSC, Parent Education Seminars, and supplementary events serve to support parents in more fully participating in the education of their child.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

All newsletters can be translated in all languages upon request.

The school provides support for parental involvement activities requested by parents.

Yes. We have started a Mile Club, Reading Club Math Olympiad, etc.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Franklin Elementary School on 05/08/2023 04:00 pm and will be in effect for the period of 05/08/2024 04:00 pm.

The school will distribute the policy to all parents of students on, or before: 08/22/2023 01:30 pm.

Name of Authorized Official: Eran Zeevi

Signature of Authorized Official here: Date Approved: 05/8//2023 04:00 pm



Santa Monica-Malibu Unified School District

Educational Services Department

Franklin Elementary School

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2023-2024

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

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

The Franklin teachers and administration ensure that report cards, conferences, progress reports, contact information, and volunteer opportunities are timely and of high-quality.

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

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

The Franklin teachers and principal ensure that report cards, conferences, progress reports, contact information, and online dashboards are shared with parents in a timely and frequent manner. The Teacher Newsletters, Parent Handbook and Newsletter are good resources for parents.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

The Franklin teachers and administration provide materials and trainings to parents to help their students. Example: Returned work, Independent Study Contracts, and other good resources found in the Parent Handbook and Newsletter. The DreamBox and Lexia parent dashboard is another great tool for parents.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

The administration offers over a dozen Volunteer Training opportunities each school year. The principal ensures that teachers suggest goals to parents via Report Cards. Teacher newsletters also offer parents a rich variety of ways to help from home and in the classroom.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

Through the PTA we offer many opportunities for parents to support our equity goals of restoring the arts, enrichment and intervention programs at Franklin. We also make sure that City, District and program opportunities are well advertised.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

Our Parent Newsletter is sent out weekly in both English, and is translated upon request.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

Parent requested activities are reviewed by either the PTA or the ELAC/SSC. Ideas that appear to support our school goals are given serious consideration looking at the budget and need.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

The principal ensures that the ELAC, SSC and Newsletters support parents of all backgrounds. Agendas, minutes, handbook, and Newsletters all are designed to engage and support all students and their parents.

This Compact was adopted by the Franklin Elementary School on 05/08/2023 04:45 pm, and will be in effect for the period of 1 year.

The school will distribute the Compact to all parents and family members of students participating on, or before:05/08/2023 04:00 pm.

Name of Authorized Official: Eran Zeevi

Signature of Authorized Official here: Date Approved: 05/08/2023 04:00 pm