School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin Elementary School	19-64980-6022552	04/21/25	06/25

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Franklin Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> We do not receive Title I funding.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Franklin Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
We do not receive Title I funding.

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. We continue to strive to be a school of excellence where students, parents, and all faculty and staff feel safe and engaged on a daily basis. 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.

Educational Partner Involvement

How, when, and with whom did Franklin Elementary 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 continue with 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. School site council has been a valuable spring board in navigating through financial challenges that may be happening in the 24/25 school year. 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.

This section is required for all schools eligible for ATSI and CSI.

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. In the 23/24 school year, math intervention was provided for students in 1st through 5th grades, and has continued through the 2024/2025 school year.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

N/A

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

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 2023-2024 school year. Parent surveys are also sent out by the District office and our school site in the 2024/2025 school year. 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 have had challenges in certain areas. Franklin's PTA has supported these challenges by paying for math intervention classes to be offered outside of the school day. Though there has been progress in mathematics over the years, there is still room for growth. Collectively, our Teachers will continue focusing on incorporating Cognitively Guided Instructional (CGI) techniques into our math repertoire. Beginning January 2023, all grade levels K-5, participated in a CGI problem that is grade appropriate. The SLT has developed rubrics involving the Eight Math Practices to score these monthly assessments.Mid-way through this school year, the SLT determined to change focus for a school wide plan. Franklin school is in the process of developing steps to establish becoming a school of service. Professional development is currently focusing on Social Justice Standards, Project Based Learning, and teaching about empathy and compassion. In addition, in 2024/2025, Franklin's focus for the School Implementation Plan was on Webb's Depth of Knowledge (DOK Levels). We want higher levels of academic discourse amongst students and their thinking going all the way from recall to extended thinking.

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) is 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).

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Franklin Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.16%	0.33%	1	1	2
African American	3.57%	4.26%	4.08%	20	26	25
Asian	12.30%	14.4%	15.03%	69	88	92
Filipino	1.07%	1.47%	1.47%	6	9	9
Hispanic/Latino	9.09%	10.15%	8.99%	51	62	55
Pacific Islander	%	0%	%	0	0	
White	66.67%	62.85%	62.75%	374	384	384
Two or More Races	7.13%	6.38%	7.35%	40	39	45
Not Reported	%	0.33%	%	0	2	
			Total Enrollment	561	611	612

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	74	105	124
Grade 1	84	85	85
Grade 2	97	91	89
Grade3	111	104	92
Grade 4	104	120	102
Grade 5	91	105	120
Grade 6		1	
Total Enrollment	561	611	612

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 increasing slightly in enrollment as there was an additional TK class added in 23/24 and there was an added Social Skills class for 24/25. We have had an increased enrollment of about 30 students in January 2025 due to the LA fires.

2. Our 5th grade student population fluctuates year to year. 23/24 had 130, and next year we anticipate about 101 students in 5th.

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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	27	31	30	3.6%	4.8%	4.9%
Fluent English Proficient (FEP)	55	55	58	8.6%	9.8%	9.5%
Reclassified Fluent English Proficient (RFEP)	7	8	7	1.2%	1.3%	1.1%

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 1 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

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	111	100	95	110	96	92	110	96	92	99.1	96.0	96.8
Grade 4	98	117	100	98	114	97	98	114	97	100.0	97.4	97
Grade 5	86	104	119	85	98	116	85	98	116	98.8	94.2	97.5
All Grades	295	321	314	293	308	305	293	308	305	99.3	96.0	97.1

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2526.	2505.	2492.	65.45	55.21	53.26	20.00	26.04	19.57	10.00	12.50	18.48	4.55	6.25	8.70
Grade 4	2559.	2557.	2550.	71.43	63.16	56.70	12.24	18.42	27.84	9.18	14.91	8.25	7.14	3.51	7.22
Grade 5	2612.	2618.	2621.	68.24	70.41	73.28	22.35	20.41	20.69	5.88	7.14	6.03	3.53	2.04	0.00
All Grades	N/A	N/A	N/A	68.26	62.99	61.97	18.09	21.43	22.62	8.53	11.69	10.49	5.12	3.90	4.92

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43.64	45.83	40.22	51.82	47.92	50.00	4.55	6.25	9.78
Grade 4	57.14	50.00	43.30	38.78	42.98	52.58	4.08	7.02	4.12
Grade 5	48.24	52.04	55.17	48.24	44.90	43.97	3.53	3.06	0.86
All Grades	49.49	49.35	46.89	46.42	45.13	48.52	4.10	5.52	4.59

Reading
Demonstrating understanding of literary and non-fictional texts

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	60.91	51.04	43.48	33.64	44.79	50.00	5.45	4.17	6.52
Grade 4	51.02	52.63	35.05	44.90	42.11	60.82	4.08	5.26	4.12
Grade 5	58.82	67.35	68.10	37.65	30.61	31.03	3.53	2.04	0.86
All Grades	57.00	56.82	50.16	38.57	39.29	46.23	4.44	3.90	3.61

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	37.27	21.88	25.00	57.27	75.00	66.30	5.45	3.13	8.70
Grade 4	33.67	23.68	24.74	64.29	72.81	67.01	2.04	3.51	8.25
Grade 5	27.06	28.57	30.17	69.41	68.37	68.10	3.53	3.06	1.72
All Grades	33.11	24.68	26.89	63.14	72.08	67.21	3.75	3.25	5.90

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	44.55	37.50	33.70	50.91	57.29	58.70	4.55	5.21	7.61
Grade 4	38.78	36.84	40.21	57.14	60.53	55.67	4.08	2.63	4.12
Grade 5	60.00	48.98	52.59	40.00	48.98	45.69	0.00	2.04	1.72
All Grades	47.10	40.91	42.95	49.83	55.84	52.79	3.07	3.25	4.26

Conclusions based on this data:

1. Students are approximately 95% at or above standards in ELA Reading, and less than 4% 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	111	100	95	110	97	95	110	97	95	99.1	97.0	100
Grade 4	98	117	100	97	114	97	97	114	97	99.0	97.4	97
Grade 5	86	104	119	85	99	116	85	99	116	98.8	95.2	97.5
All Grades	295	321	314	292	310	308	292	310	308	99.0	96.6	98.1

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2526.	2505.	2494.	61.82	53.61	47.37	29.09	29.90	33.68	8.18	13.40	12.63	0.91	3.09	6.32
Grade 4	2555.	2560.	2557.	54.64	59.65	59.79	28.87	29.82	26.80	11.34	8.77	11.34	5.15	1.75	2.06
Grade 5	2593.	2589.	2603.	61.18	59.60	63.79	21.18	21.21	18.97	12.94	12.12	15.52	4.71	7.07	1.72
Grade 11															
All Grades	N/A	N/A	N/A	59.25	57.74	57.47	26.71	27.10	25.97	10.62	11.29	13.31	3.42	3.87	3.25

Overall Achievement for All Students

| Concepts & Procedures
Applying mathematical concepts and procedures | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	67.27	53.61	53.68	30.91	44.33	38.95	1.82	2.06	7.37
Grade 4	60.82	62.28	61.86	32.99	34.21	30.93	6.19	3.51	7.22
Grade 5	65.88	50.51	59.48	29.41	40.40	32.76	4.71	9.09	7.76
Grade 11									
All Grades	64.73	55.81	58.44	31.16	39.35	34.09	4.11	4.84	7.47

| 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 | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	68.18	48.45	52.63	29.09	48.45	41.05	2.73	3.09	6.32
Grade 4	52.58	55.26	45.36	43.30	41.23	53.61	4.12	3.51	1.03
Grade 5	55.29	50.51	55.17	37.65	44.44	42.24	7.06	5.05	2.59
All Grades	59.25	51.61	51.30	36.30	44.52	45.45	4.45	3.87	3.25

| Communicating Reasoning
Demonstrating ability to support mathematical conclusions | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60.00	47.42	44.21	39.09	47.42	52.63	0.91	5.15	3.16
Grade 4	58.76	57.89	54.64	35.05	37.72	41.24	6.19	4.39	4.12
Grade 5	50.59	47.47	48.28	45.88	46.46	49.14	3.53	6.06	2.59
All Grades	56.85	51.29	49.03	39.73	43.55	47.73	3.42	5.16	3.25

Conclusions based on this data:

1. Less than 4% of students are below standard in mathematics, and nearly 84% are at or above standard in mathematics.

2. There are dips that need to be looked at for 4th graders that are at or near standard. Students need to be identified, and supported to move them up to above the standard.

3. There is a difference of 16% exceeding the standard between 3rd and 5th grade overall achievement. This should be an area of focus for next year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	5	8	6
1	*	*	*	*	*	*	*	*	*	4	5	4
2	*	*	*	*	*	*	*	*	*	*	5	*
3	*	*	*	*	*	*	*	*	*	4	*	6
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*		*	*		*	*		*	*	
All Grades										23	26	20

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	34.78	57.69	31.58	43.48	23.08	57.89	8.70	15.38	5.26	13.04	3.85	5.26	23	26	19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	73.91	69.23	78.95	4.35	15.38	15.79	8.70	15.38	5.26	13.04	0.00	0.00	23	26	19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
All Grades	8.70	15.38	31.58	47.83	42.31	15.79	26.09	34.62	31.58	17.39	7.69	21.05	23	26	19

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	45.45	65.38	63.16	40.91	30.77	31.58	13.64	3.85	5.26	22	26	19

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	69.57	69.23	63.16	13.04	30.77	36.84	17.39	0.00	0.00	23	26	19

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	21.74	26.92	26.32	60.87	65.38	47.37	17.39	7.69	26.32	23	26	19

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	30.43	23.08	26.32	56.52	61.54	63.16	13.04	15.38	10.53	23	26	19

Conclusions based on this data:

1. We continue to be 85% or higher in the well-developed or somewhat moderate level in all domains. We have seen a

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. Overall Language scores went down about 24% in Level 4 proficiency, and increased by about 34% in Level 3 proficiency.

School and Student Performance Data
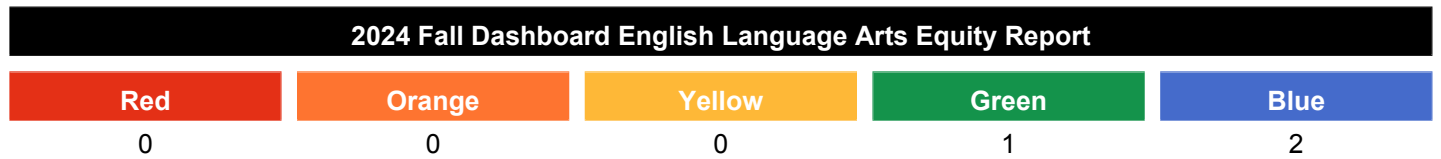
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
612	**8.8%**	**5.1%**	**0.0%**
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	31	5.1%
Foster Youth	0	0.0%
Homeless	6	1%
Socioeconomically Disadvantaged	54	8.8%
Students with Disabilities	101	16.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	4.1%
American Indian	2	0.3%
Asian	92	15%
Filipino	9	1.5%
Hispanic	55	9%
Two or More Races	45	7.4%
Pacific Islander	0	0.0%
White	384	62.7%

Conclusions based on this data:

1. 16.5% (14% is the national average) of our student population are students with disabilities. This includes services for 2 Specialized academic instruction teachers, 3 social skills classes, and speech and language only students.

2. Our English Learners and socioeconomically disadvantaged are between 5% to 8%, 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

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		
English Learner Progress No Performance Color		

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, and letters from our Attendance Data System are sent out to families.

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 4 years.

School and Student Performance Data

Academic Performance
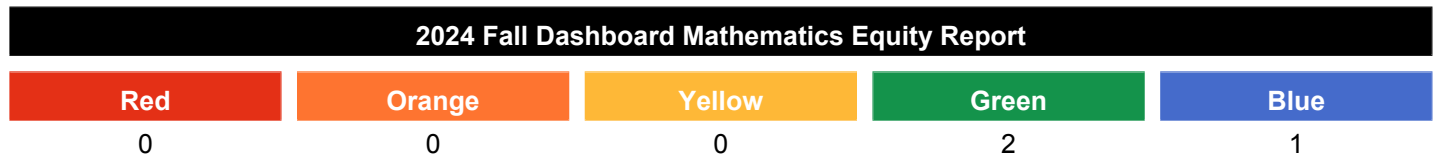## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	2

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
87.3 points above standard	3.6 points above standard	0 Students
Maintained 1.8 points	Declined 21.7 points	
306 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	39.0 points above standard
0 Students	2 Students	Increased 13.2 points
		27 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
25.2 points above standard	Less than 11 Students	Less than 11 Students
Increased 13.4 points		
57 Students	10 Students	1 Student

Asian	Filipino	Hispanic
Blue	No Performance Color	No Performance Color
100.4 points above standard	Less than 11 Students	58.5 points above standard
Increased 3.6 points		Declined 35.5 points
47 Students	6 Students	21 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
122.5 points above standard	0 Students	85.3 points above standard
Maintained 2.2 points		Maintained 2.9 points
24 Students		199 Students

Conclusions based on this data:

1. Students with Disabilities all showed an increase in English Language Arts and are scoring 25.2 points above the standards, although we need to continue to focus on this population.

2. Our Hispanic students are 58.5 points above the standard and scored in the blue zone (highest performance), surpassing our white students.

3. Our students that are English Language Learners are 3.6 points above the standard. We should strive for continued growth for this population.

School and Student Performance Data

Academic Performance
Mathematics

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
67.9 points above standard	42.7 points above standard	0 Students
Maintained 0.4 points	Maintained 2.7 points	
308 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	19.2 points above standard
0 Students	2 Students	Maintained 2.1 points
		27 Students

Students with Disabilities	**African American**	**American Indian**
Green	No Performance Color	No Performance Color
9.5 points above standard	Less than 11 Students	Less than 11 Students
Increased 5.1 points		
57 Students	10 Students	1 Student

Asian	**Filipino**	**Hispanic**
Green	No Performance Color	No Performance Color
84.4 points above standard	Less than 11 Students	30.9 points above standard
Declined 5.0 points		Declined 25.5 points
49 Students	6 Students	21 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Blue
99.3 points above standard	0 Students	66.4 points above standard
Declined 14.7 points		Maintained 2.4 points
24 Students		199 Students

Conclusions based on this data:

1. Our students with disabilities are 9.5 points higher than the standard, and we show an increase of 5.1 points when compared to last year. . We should strive to continued growth for this population.

2. Most student groups decreased or maintained in points, indicating a need for a focus in mathematics.

3. Current English Learners decreased in points by 2.7 from last year, even though they are 42.7 points above the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
53.3% making progress.	making progress.
Number Students: 15 Students	Number Students: 0 Students

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.

2024 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**
6.7%	20%	0%	33.3%

Conclusions based on this data:

1. 53.3% of our English Learners are making progress towards English Language proficiency.

2. The ELPI status rate of High reflects the number of English Learners who moved up at least one ELPI level or maintained the ELPI criterion of level 4 from the prior year to the current year.

3. 33.3% have shown an increase of at least one ELPI level.

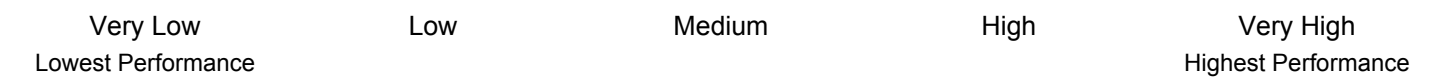# School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Green	No Performance Color
10.2% Chronically Absent	5.9% Chronically Absent	0 Students
Declined 3	Declined 8.4	
630 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	22.7% Chronically Absent
1 Student	9 Students	Maintained 0.1
		75 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
16.2% Chronically Absent	19.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 7.1	Declined 3	
130 Students	26 Students	2 Students

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
6.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	15% Chronically Absent
Declined 2.7		Declined 9.2
94 Students	9 Students	60 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
8.3% Chronically Absent	0 Students	9.5% Chronically Absent
Increased 3.2		Declined 3.4
48 Students		391 Students

Conclusions based on this data:

1. It appears there was a decline in the number of English Learners who were chronically absent (declined by 8.4), as such with Students with Disabilities (declined by 7.1).

2. Students with Disabilities improved to the yellow zone and may be impacted more so as we have regionalized special ed. programs.

3. In looking at race/ethnicity, we have declined rates in each sub group, except for two or more races. We need to focus on this subgroup to support better attendance rates.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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
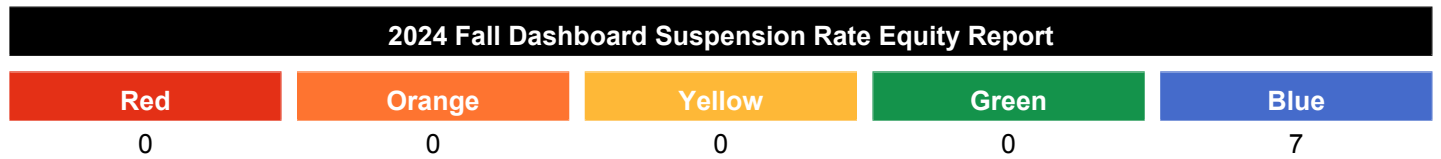## Suspension Rate

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0.2%	Maintained 0%	
634 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
1 Student	9 Students	Maintained 0%
		76 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0%	Maintained 0%	
131 Students	26 Students	2 Students

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%		Maintained 0%
95 Students	9 Students	62 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Declined 0.3%
48 Students		392 Students

Conclusions based on this data:

1. Suspension rates are very low. Only one student was suspended this year in the past two years.

2. Restorative Justice circles and techniques have helped to maintain a very low suspension rate.Classes meet daily for morning an 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/restorative practices are 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.

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **English/Language Arts/Math**
> By June 2025, the percentage of all 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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> In Fall 2024, approximately 15% of students performed below the proficiency benchmark on Star Reading, 24% in Star Math, and 20% on Star Early Literacy . According to the 2024-25 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
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter 2024 STAR Assessment 2023-24 CAASPP	The following data will continue to support this goal area for the 2025-2026 school year. In Fall 2024, 15% of students in grades 2-5 performed below proficiency in reading and 24% of students performed below proficiency overall in math. According to our CAASPP data (grades 3-5) from the 2024-25 exam: 83% of students performed within the proficient range in Math and 85% of students scored within the proficient range in English Language Arts.	2% of students will go from below proficiency to above proficiency category on Star Reading. 6% 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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	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.	Site Formula Funds 1000-1999: Certificated Personnel Salaries Intervention
1.2	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. TOSA works in conjunction with English Learner Instructor and Specialized Academic Instruction (Special Education) Teachers to provide ways to strengthen instruction.	Students falling below the 10th%ile as well as those students who may be falling below the 25%ile.	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.
1.4	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.	All students will have equitable writing instruction. 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.	8,000.00 District Funded 0001-0999: Unrestricted: Locally Defined Professional Developments for Teachers
1.5	Provide additional instructional assistant support throughout the day. (by 30 minutes)	Kindergarten students are the larger group of students performing below the proficiency benchmark based on the STAR data.	0

Use additional instructional assistant time provided by the district in the kindergarten classrooms. |
| 1.6 | STAR Science to provide support to the students with NGSS. District to provide NGSS training to teachers. | Provide support for students in Science using Next Generation Science Standards (NGSS). | 0 Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined STAR Science Training 2000 Parent-Teacher Association (PTA) 0000: Unrestricted Materials for STAR Science Trainings

District provides in-services to teachers in NGSS |
| 1.7 | Technology needs are met through various computer programs provided by either the school District or our school PTA. | All students have access to technology in the classroom except for TK classes. IPads are provided for Kindergarten and first grade classes. | 5,000.00 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. |
| 1.8 | Learning Walks and collaboration around Depth of Knowledge. | Training on DOK, and sub outs for Learning walks will help students perform better on the ELA portion of the CAASPP | 10,000 Parent-Teacher Association (PTA) 0000: Unrestricted Teacher teams will perform walk throughs. Money is allocated above as part of substitute teacher line. |

1.9	Provide new books that appeal to young readers and portray a vast array of topics.	All students need culturally relevant, rich literature available.	2,000.00 Site Formula Funds 0001-0999: Unrestricted: Locally Defined Books for the library and instructional materials.
1.13	Students are identified for need based on teacher recommendation. We saw success with this intervention, so we will continue providing this intervention for the 25/26 school year.	All Students	10,000 Parent-Teacher Association (PTA) 0000: Unrestricted Teacher will be paid to provide enrichment opportunities for students like Math Olympiad.
1.14	Teacher pay for before and after school intervention.	All Students	15,000.00 Parent-Teacher Association (PTA) 0000: Unrestricted Funds are provided to enhance the learning of students by providing intervention before and after school.
1.15	Library books to support learning.	All Students	2,000.00 American Book Drive 4000-4999: Books And Supplies Librarian receives funds to replenish leveled library books.

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Learning walks and professional development on Depth of Knowledge has shifted the intention of teachers to move from levels 1 and 2 to levels 3 and 4 (extended thinking).

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

Learning walks need to be more regulated throughout the year, as teachers are finding it to be greatly beneficial to be in colleagues classrooms.

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

Franklin has been hovering around 86% to 88% for both ELA and math for years. We are hoping with providing enrichment opportunities, interventions (tier 1 and 2), we can move the needly further. This can be found in 1.2, 1.13, and 1.14.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

ELA for English Language Learners
By June 2026 the percentage of English Learners performing above the proficiency benchmark will reach or exceed 70% on the STAR Assessment in ELA. Fall Star results indicate 64.3% English Learners scored at or above proficiency level. In addition, by June 2026, the percentage of English Learners performing within the proficient range on the spring CAASPP assessment will reach or exceed 60%, as last years CAASPP scores indicate 50% at or near the standard. .

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to Spring 2025 STAR data, 30% of all English Learners performed below the proficiency benchmark in reading, 17% in math, and 44% in early literacy. According to the 2023-2024 CAASPP data, our English Language Learners tested: 55% met or exceeded standard in ELA and 47% in Math.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2024 Star Assessment for grades K-5 2023-24 CAASPP for grades 3-5 Spring 2025 Star Assessment for grades K-5	Spring 2025 Star Data (Grades K-5); 20 students total in reading 18 students total in math, and 9 students total in early literacy) Fall 2024 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 2023-24 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%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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 for all students who require supports.	Given the collective trauma experienced by, which have impacted assessment results, we will continue to support all EL students through previously implemented activities and strategies.	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.
2.2	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.	Students who are English Learners require additional support in the classroom from the teachers and staff.	Other None Specified Literacy Coach support and District Inservicing
2.3	Materials available to students in their native language. Have books that are culturally responsive for students to access.	Students who are English Learners require some specialized supplies and books. Culturally responsive materials are required as well. Book club promotes culturally appropriate books.	500 Lottery: Instructional Materials 0001-0999: Unrestricted: Locally Defined Librarian will order books for the library available to teachers- see goal1.
2.5	Provide supplies and a variety of relevant and meaningful supplemental reading materials for English Learners in grades K-5.	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.	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: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Intervention provided for students in need as identified by student data and teacher recommendation.

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

ELD half day training was provided to all teachers this year regarding integrated and designated English language supports for students, in addition on monitoring progress for those reclassified.

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.

Once we receive this years CAASPP's scores, we will need to evaluate if the goal is still appropriate or needs revision.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate
By June 2025, 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. In addition, by June 2025, all staff will be trained in level 1 of Restorative Practices. The school is also looking at developing a school wide practice of being a service school.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. Professional development is currently focused on Social Justice Standards, Project Based Learning and Teaching Empathy and Compassion.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 2024 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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide Health Office coverage for the entire day (currently have 1 HOS) and a shared nurse. Provide extra coverage on the playground with trained PE Staff, Campus Monitors, Instructional Assistants, and Teachers. Continue the I have 3 makes a Stronger Me strategy for students to have 3 safe adults on campus.	All students will feel safe while engaging in learning and throughout the school day.	Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined Responsive Classroom Training, Coaching and Materials as needed District LCAP Funds 0001-0999: Unrestricted: Locally Defined Extra Health Office Specialist support
3.2	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.	All students will feel engaged and connected to their school community.	District LCAP Funds 0001-0999: Unrestricted: Locally Defined Contractors to provide extra music and art
3.3	Provide counseling services to students in need of emotional supports.	Students who need emotional support (self-identified, parent identified, or staff identified)	10,000.00 District LCAP Funds 0001-0999: Unrestricted: Locally Defined Counselor/counseling interns District provides counseling interns
3.5	Provide Restorative Justice Training to all staff teams, Olweus teams to help train staff, Mindfulness training and circles in class on a weekly basis or more often.	All students will feel the school is safe and organized while on campus upon school reopening.	District Funded None Specified District will provide training to staff
3.6	PTA will provide parent trainings, Special Ed PTA meetings, and family events, and continue to build community.	Parents will be informed about school events and will feel connected to the school.	4,800.00 Parent-Teacher Association (PTA) 0000: Unrestricted Trainings, surveys, and events
3.7	Counseling services/materials	Provide social-emotional support for students in need.	1,500.00 Site Formula Funds 0000: Unrestricted Provide counseling services through our contracted counselor and counselor intern support though the district.
3.8	Assemblies that highlight different cultures and ideas.	Provide culturally relevant experiences for students during the school day. April 2024 held an outstanding	1,500.00 Parent-Teacher Association (PTA) 0001-0999: Unrestricted: Locally Defined

		multicultural event for the Franklin community. Our DEI committee has also brought in inclusive activities for students. This will continue in late April 2025.	Multicultural Fair in the Spring to promote diversity and learning of various cultures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Franklin has conducted two rules assemblies for all grade levels in the 2024-2025 school year. We utilize restorative practices to address any incidents of student acts that are considered mean or pre bullying. Utilizing this practice and processing conflict with students has been effective in minimizing repeated behavior. We had had parent education talks through PTA to educate parents on behavior matters. We also work in partnership with parents when situations arise in order to collaborate through team work.

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

We have invested in counseling interns to support students having challenges during unstructured times (recess, lunch, lunch recess).

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

Franklin is developing a safety committee in a collaborative model between school personnel and parents to help address the needs of students on campus. Continue to provide enrichment opportunities for students to connect with others in classes such as Math Olym[iad, Science Olympiad, Musical Theater, Readers Theater, Music with Lonnie, Art (painting and Sculpting).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

| **Parent Engagement** |
| Goal 3.1 Increase the percent of parents who were "Satisfied" or "Very Satisfied" with the quality of their children's education to 95%. |

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

| Franklin will continue to exceed 95% rate for average daily attendance and chronic absenteeism will be decreased by 2%. |

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

| Franklin will continue to exceed 95% rate for average daily attendance and chronic absenteeism will be decreased by 2%. |

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Parent orientation		
4.2	Monthly newsletter sent home to parents electronically		
4.3	Special Education PTA will advertise meetings and provide speakers and information.		
4.4	Hold a playdate for students coming into K the weekend before school started.		
4.5	Hold a Kindergarten dinner		
4.6	Have a teacher liaison to PTA and PTA executive board.		
4.7	Half day sub for IEP meetings so teachers can participate meaningful during the day at IEP meetings.		

Annual Review

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Safety/Parent engagement**
> Goal 5.1 The district's average daily attendance rate will meet or exceed 95%. (5.2) The chronic absentee rate (students who miss 36 days or more during one school year) will be no more than 9% by 2016-17. Goal 6.1 The difference between the suspension rates and enrollment rates will not exceed 2% by 2019-20 and the overall suspension rate will not exceed 3%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> There continues to be 22-28 students of the total population with chronic absences or tardies, missing more than 10% of school days.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Franklin will continue to exceed 95% rate for average daily attendance and chronic absenteeism will be decreased by 2%.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Actual attendance as seen on the dashboard of Illuminate	Baseline is 22-28 of total population currently are tardy or absent more than 10% of the time.	Reduce the number of students absent more than 10% of the time by 1/3.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Communicate need to be in school through eblasts and during the first assemblies with families. Continue to complete attendance conferences. Give awards to those who attend regularly. Use Olweus and Restorative Justice to help create an environment where students feel safe and supported in order to reduce any school resistance. Provide counseling services for those who may have mental health needs and support them in attending school.	All students with 5% or more of the time absent or tardy will be contacted for attendance conferences with their parents.	Stretch Grant (Ed Foundation)
5.2	Continue employing 7 noon aides with training built in	All students are served through Olweus and Restorative Justice Standards. Parents who have students with attendance	

			issues will have attendance conferences with administration.	
5.3	Administer Olweus Anti-bullying survey			
5.4	Train parent volunteers on anti-bullying rules, franklin values, and rules.			
5.5	Track attendance data and conferencing through A2A.			
5.6	Provide yellow slips to students who are caught demonstrating Franklin Values and purple slips to students who intervene in bullying situations.			
5.7	Provide extra health office specialist in order to assist students with safety.			
5.8	Re-train staff with the Olweus Anti-bullying program; have a few teachers go to District training			
5.9	K-5th grade students engaged n community building through arts			
5.10	Counseling Services			
5.11	Purchase plan from A2A that provides certificates for those who have excellent attendance.			
5.12	Provide incentives for positive behavior- Franklin Friend T-shirts and other rewards			
5.13	Special Education trainings for parents			
5.14	Parent Education Workshops			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$86,620.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
American Book Drive	$2,000.00
District Funded	$8,000.00
District LCAP Funds	$10,000.00
Lottery: Instructional Materials	$500.00
Parent-Teacher Association (PTA)	$50,300.00
Site Formula Funds	$8,500.00
Stretch Grant (Ed Foundation)	$7,320.00

Subtotal of state or local funds included for this school: $86,620.00

Total of federal, state, and/or local funds for this school: $86,620.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	1,426.85	-573.15
Title II (Teacher Improvement)		
Site Formula Funds	60,801	52,301.00
Stretch Grant (Ed Foundation)	58,156	50,836.00
Parent-Teacher Association (PTA)	283,500	233,200.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
American Book Drive	2,000.00
District Funded	8,000.00
District LCAP Funds	10,000.00
Lottery: Instructional Materials	500.00
Parent-Teacher Association (PTA)	50,300.00
Site Formula Funds	8,500.00
Stretch Grant (Ed Foundation)	7,320.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	48,300.00
0001-0999: Unrestricted: Locally Defined	36,320.00
4000-4999: Books And Supplies	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	American Book Drive	2,000.00

0001-0999: Unrestricted: Locally Defined	District Funded	8,000.00
0001-0999: Unrestricted: Locally Defined	District LCAP Funds	10,000.00
0001-0999: Unrestricted: Locally Defined	Lottery: Instructional Materials	500.00
0000: Unrestricted	Parent-Teacher Association (PTA)	46,800.00
0001-0999: Unrestricted: Locally Defined	Parent-Teacher Association (PTA)	3,500.00
0000: Unrestricted	Site Formula Funds	1,500.00
0001-0999: Unrestricted: Locally Defined	Site Formula Funds	7,000.00
0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	7,320.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,320.00
Goal 2	7,500.00
Goal 3	17,800.00

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

2 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

Name of Members	Role
Eran Zeevi	Principal
Alix Pickett	Other School Staff
Amanda Levy	Classroom Teacher
Shannon Bishop	Other School Staff
Ashley Hatchett	Other School Staff
Jennifer Ingle	Other School Staff
Michelle Feiner	Parent or Community Member
Wai Mei Lee	Parent or Community Member
David Sharafi	Parent or Community Member
Susan Blossom	Parent or Community Member
Robyn Myers	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
	English Learner Advisory Committee
	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 04/29/2024.

Attested:

	Principal, Eran Zeevi on 04/25/2025
	SSC Chairperson, Wai Mei Lee on 04/25/2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).

            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.

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

                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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023