

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**Franklin Elementary**

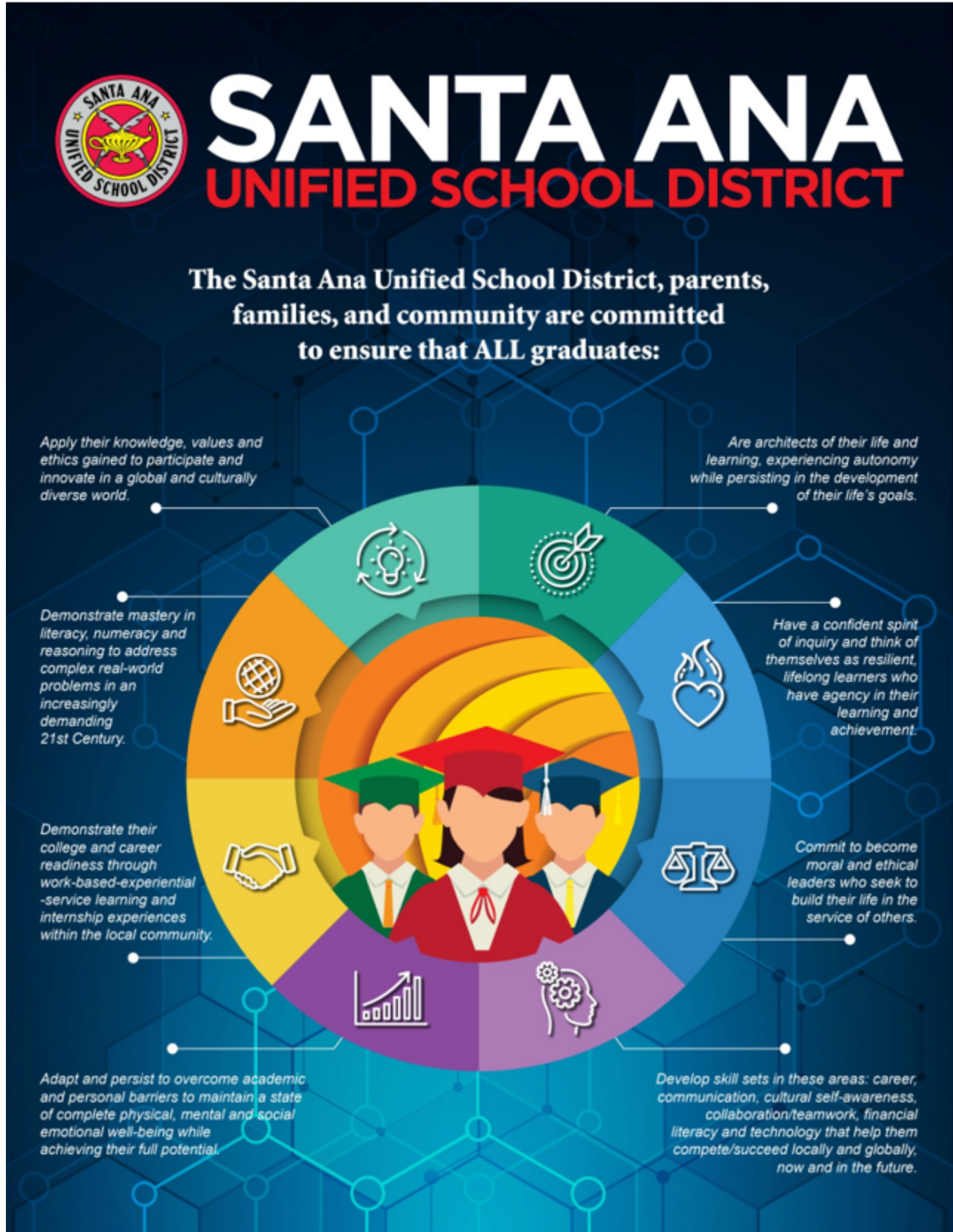
**Superintendent**

Jerry Almendarez

**Board of Education**

Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

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#### School Climate and Vision Goal:

Franklin Elementary school will include a welcoming and committed learning environment where all students will be motivated, enthusiastic about learning and meeting or approaching grade level common core standards by May 2024. The staff and educational community will promote a caring and nurturing climate in a safe, clean and orderly environment by implementing the Positive Behavior Interventions and Supports Model (PBIS) along with our college bound perspective towards future success. Franklin Elementary will provide a positive school climate with high expectations encouraging students to be respectful, be responsible, and ready to learn. Parental involvement will be evident through parent's participation in SSC, ELAC, DAC/DELAC, and PTO meetings as well as volunteering in class and school-wide projects. There will be a mutual trust and respect between district, community, and school where all stakeholders' input will be valued and an integral part of decision making to increase student achievement in the 2023-24 school year, to achieve the District's LCAP goals.

#### LCAP Goal 1

Students will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st Century.

1a. All students will read fluently at grade level or higher each academic year, no later than grade 3, and all students will continue to progress at grade level or higher in fluency through grade 5, demonstrating 21st century knowledge, skills and values.

1b. All EL students will show continual and adequate annual growth towards English Language Proficiency, and re-designate no later than grade 5, affording EL students equitable access to high quality programs at school and home each academic year.

1c. All students will show continual and adequate annual growth towards Mathematics Proficiency in grade 4, with grade level competency in math fluency, number sense, and problem solving analysis.

1d/e. Grade 4-5 students will participate daily in AVID Elementary Foundations to acquire College and Career Readiness Academic Skills.

1f. All students will demonstrate persistent post-secondary enrollment.

#### LCAP Goal 2

Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

2a. Students will have routine access to Internet-enabled technology at home and school. Students have access to the following online programs at home: ST Math, Ten Marks, Khan Academy, Lexia and Moby Max.

2c/d. Teachers will participate in professional development to promote continued implementation of the new CA State Standards and methods to increase the number of recipients of the State Seal of Biliteracy, and effective technology integration as highly qualified teachers.

#### LCAP Goal 3

Students and staff will work in a healthy, safe and secure environment that supports learning.

3a. Students will report feeling very safe in the California Healthy Kids Survey.

3b. Efforts to engage students in school will result in a reduction in the number of lost instructional days due to suspension and/or expulsion.

#### Strategy/Activity 1

Attendance Improvement and Student Engagement: All students will have access to a welcoming, creative and safe learning environment on our campus. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged and appropriate intervention will occur as needed, through family communication and consistent support. For those students at risk of becoming chronically absent, individual student success teams will be organized to best support students and their engagement in school.

#### Budgeted Amount:

3,700

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#### Strategy/Activity 2

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All students at Franklin Elementary will participate in the Positive Behavioral Intervention System (PBIS) based on a Multi-Tiered System of Support model to improve behavior, academic achievement and to establish a safe, positive climate driven by the core values of respect, result and responsibility.

In addition to the above, teachers will use the planned PBIS lessons that were created around our PBIS expectations (Be responsible, Be respectful, Be ready to learn) behavior expectations and a school-wide behavioral expectations matrix as well as include the expectations in their discipline plans at the beginning of each school year.

Tier II: Positive Behavior Program:

To achieve the previously stated goal, PBIS and COST meetings will be held monthly to address the Staff concerns and implementing a referral process for students who are not making academic progress and/or who have social-emotional needs. Referrals will be monitored by the COST team and administration who will then, refer the student for intervention including: behavior contracts, CICO, Social Skills groups, SST and/or TP group counseling services. A critical component of the interventions will be the Turning Point counselor.

Tier III: Positive Behavior Program:

Students needing Tier Three support are few in number, but they can have the biggest impact on classrooms and school culture. The COST team will create procedures and protocols for students in both general and special education, and develop individualized interventions based on student needs and data.

Tier III interventions will include FBA, BIP, SST, IEP, 504 Plans and 1:1 Counseling, therefore, a crucial component of the interventions will be the Turning Point counselors, the psychologist and the SST coordinators.

**Budgeted Amount:**

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**Strategy/Activity 3**

Franklin students will attend field trips to museums and concerts to enrich and supplement the core curriculum. Field Trip Admissions: Students will have ample opportunities to enhance and increase the core curriculum through trips to museums to learn about different cultures. This activity may be adapted through zoom or presentations at the school site or visitation to the locations by the school.

**Budgeted Amount:**

5,000

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**Strategy/Activity 4**

Celebrate student successes with student recognition for growth, improvement, and excellence in behavior, attendance, and academics. Each Friday we recognize students of the week for any area of learning. For example, academic, social emotional, and attendance. Students also receive recognition for Character Trait of the month in order to build positive characteristics that develop positive experiences for students.

**Budgeted Amount:**

1,975

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**Strategy/Activity 5**

eachers will participate in the AVID workshops to learn various strategies to use with students in regards to the framework of curriculum presented. This will support students in organizational skills and promote the growth mindset model in order to approach any challenges in learning.

**Budgeted Amount:**

4,000

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**Strategy/Activity 6**

Our Socio-emotional counseling and support program is intended to support and improve the socio-emotional wellness of all students. Staff will be trained on how to identify potential signs of trouble as well as create a trauma-informed and sensitive classroom. We will use the PBIS and an MTSS framework to identify and monitor student outcomes.

**Budgeted Amount:**

6,000

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**Total Expenditures**

20,675.00

**Goal 2 - English Language Arts****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

In order to continue to improve student learning and instruction, teachers, staff and parents will work together and analyze the State and District data for proficiency, ELPAC data, DIBELS NEXT, (grades k-3) Renaissance Enterprise Data (Grades 4th and 5th), MAP and SBAC data to provide ample opportunities to modify instruction so that it benefits the students learning. Our goal is for students to increase 10% in their scores from the first ELA Benchmark assessment to the last. Students who do not meet or exceed grade level proficiency in the ELA Benchmark assessment will increase individual scores by a minimum of 5 points. Students' data will show an annual 10% growth over the 2023-2024 baseline. Intervention programs or after school tutoring will be provided by classroom teachers. The focus on supporting Common Core standards instruction will also aide in our goal toward academic achievement. Franklin Elementary School will design instruction, access resources, utilize monies towards tutoring, enlist 100% of its stakeholders which include, School Site Council, the English Language Advisory Committee and the Instructional Leadership Team to guide instructional practices focused on improving student's academic achievement in education.

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**Strategy/Activity 1**

- Data team meets to analyze students' performance on the MAP, SBAC IABS, Google, and DIBELS to identify key instructional strategies to increase students' performance in Fluency and Comprehension.
- Lexia and Lexia (PD) will support students with reading fluency,
- AR(Accelerated Reader) will support students with reading comprehension,
- Jiji(ST Math) supports students with math problem-solving and Other Online learning licenses for distance learning.
- MobyMax supports students in math and creates a pacing program so students practice on areas that they are struggling in.
- Teachers will use researched based supplementary materials for small group intervention for students identified as working below basic or far below basic on district benchmarks, DIBELS, MAP or Accelerated Reader assessments, and Lexia.
- Teachers will have access to Datahub, DIBELS, NWEA, and other data analysis tools through the use of technology, in order to analyze state and local assessment data, create assessments, complete report cards, and other professional tasks, and have access to student demographic information. Technology tools allow secure access and interaction with student data so teachers and staff can identify students' areas of need and develop plans for improving achievement. Title I funds will be used to purchase computer hardware in order to access and analyze student assessment data and prepare reports.

**Budgeted Amount:**

8,000

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**Strategy/Activity 2**

- Teachers can meet, plan, and cultivate a data-informed culture and design data-driven instructional models and lesson plans. (Provide support during (Dibels, ELPAC testing) and grade-level data analysis chats)
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- Ongoing training for DIBELS, ELPAC Interventions, and data analysis as needed. AP will coordinate ELPAC, MAP, Benchmark Advance, and SBAC assessments. The administration will help coordinate parent involvement meetings.

Tier 1: All students will be provided with core instruction. Tiers 2 & 3: Smaller groups of students will be offered additional academic support.

- Analyze data to make informed data-driven decisions (pay for substitute teachers) Teachers will attend Data Chats that allow them to interpret the information on Dibels (as available), MAP, SBAC, Renaissance Learning, Benchmark Advance, and utilize the information for instruction.

**Budgeted Amount:**

2,000

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**Strategy/Activity 3**

Provide before or after school tutoring in English Language Arts for those identified in the MTSS model for Tier 3 interventions.

**Budgeted Amount:**

3,000

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**Strategy/Activity 4**

As part of our core ELA program, all students will have access to the Core ELA curriculum through the Benchmark program. Using an MTSS framework, teachers will differentiate instruction to meet the needs of the students. Substitute teachers cover classes so teachers can meet throughout the year to review data, collaborate and plan ELD lessons on a classroom and a grade-wide level. Various supplementary software programs are used to reinforce student learning at their instructional level during small-group instruction. Supplemental materials will be provided to meet student needs.

**Budgeted Amount:**

5,000

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**Strategy/Activity 5**

**Budgeted Amount:**

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**Total Expenditures**

18,000.00

**Goal 3 - English Learner Progress**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

Through the implementation of the new ELD standards, the number of English Language Learners who scored at the Beginning, Early Intermediate, and Intermediate levels of ELPAC will decrease by 10%. There will be a 5% increase in the percentage of students meeting the rubric for the Dashboard. The number of EL students performing at the ELPAC Early Advanced and Advanced levels will increase by 5%. A minimum of 60% of English learners will grow one proficiency level in English Language Development (ELD) based

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**Strategy/Activity 1**

- A block of time will be set aside daily for designated ELD instruction in each classroom. Teachers will utilize materials and content from the Benchmark Advance program, and the ELD standards, in order to differentiate instruction by proficiency level, and also enhance/support instruction that takes place during English Language Arts whole group instruction. Title I funds will be used to purchase instructional supplies to support EL learning.
- Maintain a uniform grade level ELD time. Group and team across grade levels according to proficiency levels and using Benchmark Advance ELD component.
- Kindergarten Renaissance.
- All teachers and students will have access to computers, Elmos, projectors, printers, and online programs to provide additional support and intervention for English Language development.
- Data from the ELPAC and Benchmark Advance ELD will be shared with parents in individual student reports with meetings to help with the analysis of the reports.

**Budgeted Amount:**

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**Strategy/Activity 2**

1. All English Learners will be provided with both integrated and designated ELD instruction throughout the day and across the curriculum. We will implement a robust Multi-Tiered System of Supports framework to provide timely and targeted intervention to all students. 2. Routinely engage students in meaningful tasks that require sustained discourse and collaboration that fosters critical thinking. 3. Provide a comprehensive and integrated approach to ELA/SLA and ELD to build strong foundational literacy skills and support the development of language. 4. Teachers will be trained on best practices to support and differentiate instruction for English learners. Staff professional development for all teachers will focus on administration and use of ELPAC, SAUSD ELD Rubric, and other assessment data to determine student needs, strategies to support sustained student academic discourse, implementation of the principles of Quality Teaching for English Learners (QTEL), and SAUSD's framework for Teaching and Learning, utilize QTEL strategies to design instruction to support English Learners, understanding and implementation of MTSS framework to support all students. 5. Ongoing instructional assistance and support for teachers will be facilitated by the administrator and district coaches. They will: support teachers analyzing student data and program monitoring to make informed instructional decisions, model lessons and debrief with teachers to strengthen teacher practice, provide one-on-one teacher coaching and collaboration to support effective differentiation, lesson planning, and delivery, and other needs-based on data or teacher request. 6. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners. Field trips will expose ELs to greater English context and motivation to advance in their English language development. Due to COVID-19, we are postponing all field trips and we are looking into alternative activities that follow the safety protocols in this pandemic. We may utilize funds for virtual celebrations/assemblies or virtual field trips. 7. We will provide an enriching environment that encourages English learners. Third to fifth-grade students will participate in data chats in which they will understand what it means to be an English learner and the importance of reclassification. They will receive a profile sheet that provides information on the interim requirements for reclassification. Students will have the opportunity to compare reclassification requirements and their personal achievements as well as develop attainable goals in order to meet requirements for reclassification.

**Budgeted Amount:**

5,000

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**Strategy/Activity 3**

English learners not demonstrating sufficient progress in acquiring English and students not demonstrating sufficient understanding in the core academic curriculum will be supported through supplemental English Learner intervention where students are given the opportunity to practice academic English that is connected to the curriculum. Through the COST process, EL students will be identified and will be provided with Tier 2 supports, such as supplemental curriculum so that students can continue to make progress towards acquiring English.

English learners identified as possibly becoming long-term English learners and showing signs of academic struggles due to limited English language fluency will be provided with Tier 3 supports such as supplemental curriculum. Through the SST process, the identification of student needs and individual student progress will be monitored to ensure student success.

**Budgeted Amount:**

5,000

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**Strategy/Activity 4**

All English Learners will have access to the core EL program through integrated as well as designated instruction. The teacher will use data to differentiate instruction to meet the needs of English Learners as well as monitor the progress of our students in need of tier II and III interventions, As part of our strategy to facilitate one year or more growth in our English Learners, we will integrate technology and print materials. Students will be provided with classroom-level book sets.

**Budgeted Amount:**

5,000

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**Total Expenditures**

15,000.00
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**Goal 4 - Math****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

To support the district goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade as evidenced by the Math Early Assessment Program and MAP results, students at Franklin will demonstrate a 15% gain from the baseline of students performing at or above the mean RIT score for their grade level as measured by the Measure of Academic Performance (MAP) assessment by spring of 2023 through the implementation of the District adopted (Math Expressions) Houghton Mifflin Math Program and the additional software program provided through the Mind Institute. District Assessments will be used to monitor progress and guide instruction. A baseline for monitoring progress will begin with the administration of the first District MAP assessment. Instructionally, the continuing implementation of Common Core and the district units of study will also aid in our goal toward mathematics academic achievement. In order to continue to improve student learning and instruction, teachers, staff, and parents will work together and analyze Math Expressions Assessment data, MAP data, and SBAC data to provide ample opportunities to change instruction so that it benefits student learning. As for Tier II and III programs, we will continue to gather student groups by assessing data and providing tutoring before and after school for students who are struggling. We will also continue using software, like Jiji and Moby Max to provide support at home and at school with math concepts and areas of need.

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**Strategy/Activity 1**

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1. Provide equitable access for all students to a high-quality rigorous, CA state math standards-based, core instructional program with CA standards-aligned instructional materials, differentiated academic supports, aligned assessments, and technology-based resources. Math Expressions and Irvine Math Project units will be utilized as the core mathematics instructional program. 2. Provide consistent math instruction which includes a balance of procedural skills and fluency, conceptual understanding, and application. Students will know how (procedural skill and fluency), know why (conceptual understanding), and know when (application). 3. The following serve as evidence-based educational practices to raise student achievement: the lesson architecture includes the three moments of a lesson: 1. Preparing Learners, 2. Interacting with text, and 3. Extending understanding, organizing content to teach universal themes and big ideas, well-constructed and enacted student interaction to explore concepts, ideas and deepen understanding, provide substantive and generative disciplinary practices, simultaneously develop conceptual, analytic, and language practices, differentiation of instruction for all students at all levels, deliberate and contingent, use of Thinking Maps, SDAIE, and QTEL strategies to support all learners. 4. Routinely engage students in meaningful math tasks that require sustained academic discourse and collaboration that fosters critical thinking, exploration of mathematical concepts, deep understanding of procedural knowledge, and application of math concepts. 5. Tiers 2 & 3: Students who require additional math support will be offered targeted support using the Next Gen Math program to improve their skills. The Math Expressions program, which specializes in closing learning gaps for all subjects by both finding and fixing missing skills, is available to supplement core instruction in all subject areas.

**Budgeted Amount:**  
4,000

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**Strategy/Activity 2**

- Provide before or after-school tutoring in Math for those identified in the MTSS model for Tier 3 interventions.
- Teachers will collaborate with MAP assessment results in grades K-5 on a trimester basis in order to meet the needs of student performance in the Common Core Standards and how tutoring can support them.
- Monthly scheduled grade-level meetings with minutes, identifying grade-level agreements to improve instruction and the findings from the analysis of grade-level student achievement data.
- Teachers will collaborate with the SBAC state assessment results in grades 3rd, 4th, and 5th in order to determine what the needs of student performance in the Common Core Standards are and what areas are needed for intervention.
- Teachers will use core curriculum assessments, MAP assessment, Mind Institute, and district assessments to identify students needing additional intervention.
- Teacher will use research-based materials to provide intervention to identified students. Will work with students who are performing at far below grade level before or after school for intervention support.

**Budgeted Amount:**  
6,000

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**Total Expenditures**

10,000.00

**Goal 5 - Content Area Goal**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 4: Organizational Efficiency and Effectiveness. SAUSD will create systems which improve efficiency and implement solutions with a high level of customer service and professionalism, in order to support the educational programs of the district.

**School Content Area Goal:**

Visual and Performing Arts

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**Strategy/Activity 1**

Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the Tier II or Tier III programs. In order to promote reading fluency and proficiency, students will be provided the opportunity to join book clubs and musical theater which will support our EL and Special Ed students with vocabulary development, confidence, and expression and to appreciate the Arts. Teachers will be trained on best practices to promote language development and create an environment where rigor and language development are provided.

**Budgeted Amount:**

16,500

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**Strategy/Activity 2**

Students at risk of not meeting core content standards are identified for academic intervention and provided after school tutoring and are given access to differentiated online programs. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary as they participate in the school musical or book club

**Budgeted Amount:**

15,749

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**Total Expenditures**

32,249.00
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## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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#### School Parent Engagement Goal:

At Franklin, parents and the community are an integral part of our student's academic achievement. Communication will take place on a regular basis between school staff, students, parents, and the community to promote the new Common Core standards and academic growth. All stakeholders will be involved in the decision-making process. The school will provide programs that promote a minimum of 50% parental involvement. Programs such as Pre-School, Monthly Parent meetings, School Site Council, PBIS, Parent Faculty Organization and English Learner Advisory Committee will be offered to parents with child care and zoom to encourage participation. The school will seek partnerships with local agencies and businesses in order to support our students, parents, and community.

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#### Strategy/Activity 1

Program 1: Family Engagement Tier 1: All staff members will provide a welcoming atmosphere, and treat parents, students, and community members with respect and dignity. Parents and family members will be provided with myriad ways to receive information and training to assist them in supporting their children's academic achievement as well as their physical and social-emotional health. Orientation meetings will be held to inform parents of expectations and procedures, encouraging them to support the school's academic programs. The Student-Parent-Teacher-Administrator Agreement will delineate each stakeholder's responsibilities to ensure success for all students. Newsletters, brochures, and letters will be distributed and mailed in English and the home language to communicate with families and the community about the school's programs, progress, and events. Franklin's website will provide information on school programs, opportunities for parent involvement, and upcoming events. The ParentSquare communication system will be used to notify families of events and will assist teachers in providing positive notifications to parents in their home languages. Parent, student, and teacher conferences will be held in the family's primary language to address student needs. The administration will conduct MAP and other assessment data chats with parents to help them support student learning at home through a deeper understanding of students' assessment reports. In addition, a variety of workshops will be offered to parents and families, including the following: Aeries trainings for parents to become proficient at accessing the Aeries student information system so that they can be well-informed of their child's progress and attendance; interactive workshops on homework, study skills, questioning and organizing; monthly meetings providing information, strategies and resources to parents of Special Education students in order to support the specific needs of their children (Tier 2); computer training workshops to assist parents in better supporting their child's learning through the use of technology; interactive workshops on creating a home learning environment; we are looking to provide the parents with a workshop series to learn skills and strategies to support their students; and a nutrition course provided by a Community Education Specialist from the Expanded Food & Nutrition Education Program (EFNEP) to teach parents how to integrate healthy eating habits and exercise into their daily routines. For students who are struggling to be successful in school, Student Success Team (SST) meetings may be held with parents, students, and school staff to choose best solutions for getting students on track (Tier 3)

#### Budgeted Amount:

8,000

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#### Strategy/Activity 2

Communication with Parents: Printing and supplies for monthly news bulletins and newsletters to keep parents involved and informed about the school culture and academic success of students.

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Also, social media venues like Parent Square, Instagram and Facebook in order to keep the community up to date.

**Budgeted Amount:**

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**Strategy/Activity 3**

Provide child care services to promote parent participation in extended learning opportunities.

**Budgeted Amount:**

2,000

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**Strategy/Activity 4**

Establish Parenting Programs that support student success by working with community partners and organizations and other family services (e.g. parent meetings, links to community social service resources, parenting workshops, and secondary bridge programs), expand the use of school-based Parent and Community Liaisons, expanding structured recess at elementary schools, offering health fairs on dental and vision screenings. Support these efforts with transportation and childcare as appropriate.

**Budgeted Amount:**

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**Total Expenditures**

10,000.00
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## Expenditures by Goal

<b>Goal Area</b>	<b>Total Expenditures</b>
Goal Area 1, School Climate and Social-Emotional Wellness	20,675.00
Goal Area 2, English Language Arts	18,000.00
Goal Area 3, English Learner Progress	15,000.00
Goal Area 4, Math	10,000.00
Goal Area 5, Content Area Goal	32,249.00
Goal Area 6, Parent Engagement	10,000.00
<b>Total Funds Budgeted</b>	<b>105,924</b>