

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Franklin Middle School

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-risk students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

ELA Findings:
35% of our students were Met/Exceeded on the 2024 SBAC.
30% of our AA students were Met/Exceeded on the 2024 ELA SBAC.
8% of our ELL students were Met/Exceeded on the 2024 ELA SBAC.
10% of our Students with Disabilities were Met/Exceeded on the 2024 ELA SBAC.

ELA Goals

Action Plan Summary:
Increase achievement of all students with a focus on decreasing achievement gaps for our AA, EL, and SpEd students. Focus on literacy (reading, writing, listening, speaking) in all content areas. We continue to go deeper in the work of all six LBUSD Understandings, especially U1: Planning Standards-Aligned Content, U3: Student Engagement, U4: Evidence of Student Learning, and U5: Collective Efficacy. We are building time into our system to increase Tier 1 Quality Core Instruction. Our teachers meet weekly during common conferences, and they also meet twice a month to plan Tier 1 Quality Core Instruction. Our Instructional Calendar follows the PDSA Cycle. Time is built-in to create a system of Plan, Do, Study, and Act. To support our English Language Learners, ELs are placed in CCR courses and English Learners new to the country are placed in the Beginning ELD course (ENLACE) providing support in Foundational Reading Skills as needed. We have strategically placed our EL aides and RSP Teachers in General Education classrooms so ELs and SpEd students have as much support as possible. Teachers attend Professional Development that focuses on supporting and scaffolding instruction so all students can access the learning, especially our ELs, AAs, and SpEd students. Students needing additional support are provided Academic Intervention during PE and Elective classes, afterschool tutoring, and afterschool clubs, like Sondag Reading Program and Fluent Friends Club.

Progress Monitoring Plan:
iReady Data, District Unit Assessment Data, Daily Prove-Its (Formative Assessments), ABCDF Rate, Data Reflection & Analysis, Internal Learning Walks, Collaborative Data Studies

ELA SBAC Goal:

By June 2025, 41% of Franklin students (including all our subgroups) will score Met/Exceeded on ELA SBAC. This is a 6% increase from 35% in 2024.

By June 2025, 36% of our AA students will score Met/Exceeded on ELA SBAC, a 6% improvement from 2024.

By June 2025, 14% of our ELL students will score Met/Exceeded on ELA SBAC, a 6% improvement from 2024.

By June 2025, 13% of our Students with Disabilities will score Met/Exceeded on ELA SBAC, a 6% improvement from 2024.

ELA Instructional Practice Goal:

By June 2025, 100% of Franklin Literacy Teachers will be planning & implementing daily Prove-Its, increasing our Prove-It Quantity Index Score to 4.0 points (out of a total of 4.0 points).

By June 2025, Franklin Literacy Teachers will be planning & implementing quality Prove-Its, increasing our Prove-It Quality Index Score to 3.5 points (out of a total of 4.0 points).

Comprehensive Needs Assessment: Mathematics

Math Findings

Math Findings:

19% of our students were Met/Exceeded on the 2024 Math SBAC.

19% of our AA students were Met/Exceeded on the 2024 Math SBAC.

4% of our ELL students were Met/Exceeded on the 2023 Math SBAC.

3% of our Students with Disabilities were Met/Exceeded on the 2024 Math SBAC.

Math Goals

Action Plan Summary:

Increase achievement of all students with a focus on decreasing achievement gaps for our AA, EL, SpEd students. Focus on higher-level rigorous tasks that require students to problem-solve and think. Focus on Student Engagement, Progressive & Strategic Questioning (Factual, Analytic, Evaluative), and the Supports & Scaffolds Needed for students to respond to SBAC-Level/Evaluative Questions. We continue to go deeper in the work of all six LBUSD Understandings, especially U1: Planning Standards-Aligned Content, U3: Student Engagement, U4: Evidence of Student Learning, and U5: Collective Efficacy. We are building time into our system to increase Tier 1 Quality Core Instruction. Our teachers meet weekly during common conferences, and they also meet twice a month to plan Tier 1 Quality Core Instruction. Our Instructional Calendar follows the PDSA Cycle. Time is built-in to create a system of Plan, Do, Study, and Act. To support our English Language Learners in the Math Classrooms, we have strategically placed our EL aides and our RSP Teachers in General Education classrooms so ELs and SpEd students have as much support as possible. Teachers attend Professional Development that focuses on supporting and scaffolding instruction so all students can access the learning, especially our ELs, AAs, and SpEd students. Students needing additional support are provided Academic Intervention during PE and Elective classes, and afterschool tutoring.

Progress Monitoring Plan:

iReady Data, District Unit Assessment Data, Daily Prove-Its (Formative Assessments), ABCDF Rate, Data Reflection & Analysis, Internal Learning Walks, Collaborative Data Studies

Math SBAC Goal:

By June 2025, 25% of Franklin students (including all our subgroups) will score Met/Exceeded on Math SBAC. This is a 6% increase from 19% in 2024.

By June 2025, 25% of our AA students will score Met/Exceeded on Math SBAC, a 6% improvement from 2024.

By June 2025, 10% of our ELL students will score Met/Exceeded on Math SBAC, a 6% improvement from 2024.

By June 2025, 9% of our Students with Disabilities will score Met/Exceeded on Math SBAC, a 6% improvement from 2024.

Math Instructional Practice Goal:

By June 2025, 100% of Franklin Math Teachers will be planning & implementing daily Prove-Its, increasing our Prove-It Quantity Index Score to 4.0 points (out of a total of 4.0 points).

By June 2025, Franklin Math Teachers will be planning & implementing quality Prove-Its, increasing our Prove-It Quality Index Score to 3.5 points (out of a total of 4.0 points).

Comprehensive Needs Assessment: English Learners

English Learner Findings
8% of our ELL students were met/exceeded on the 2024 ELA SBAC.3% of our ELL students were met/exceeded on the 2024 Math SBAC.

English Learner Goals
<p>By June 2025, 14% of Franklin English Language Learners (ELL) will score Met/Exceeded on ELA SBAC. This is a 6% increase from 8% in 2024.</p> <p>By June 2025, 9% of Franklin students will score Met/Exceeded on Math SBAC. This is a 6% increase from 3% in 2024.</p> <p>Instructional Practice</p> <p>By June 2025, 100% of Franklin Teachers will be planning & implementing daily Prove-Its, increasing our Prove-It Quantity Index Score to 4.0 points (out of a total of 4.0 points).</p> <p>By June 2025, Franklin Teachers will be planning & implementing quality Prove-Its, increasing our Prove-It Quality Index Score to 3.5 points (out of a total of 4.0 points).</p>

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings
<p>Culture and Climate Findings:</p> <p>26 Students (about 3%) on average are having to pick up their phones after school due to Franklin's No-Phone Zone Policy as of September 2024.</p> <p>Suspension Rate for all students overall was 13% in 2023-2024.</p> <p>Suspension Rate for AA students was 22% in 2023-2024.</p> <p>Suspension Rate for SpEd students was 20% in 2023-2024.</p>

Culture/Climate Goals

Culture and Climate Goal:

By June 2025, there will be a 50% decrease in students having to pick up their phones after school due to Franklin's No-Phone Zone Policy, bringing the number of phones down from 26 to 13.

By June 2025, the Suspension Rate for all students overall will be 10%, a 3% decrease from 2023-2024.

By June 2025, the Suspension Rate for AA students will be 19%, a 3% decrease from 2023-2024, with the goal of closing the suspension gap between all students and AA students within 3 years.

By June 2025, the Suspension Rate for SpEd students will be 17%, a 3% decrease from 2023-2024, with the goal of closing the suspension gap between all students and SpEd students within 3 years.

Action Plan Summary:

* By eliminating smartphone distractions, we expect students to engage more fully in their learning, concentrate better, and strengthen interpersonal connections. Research indicates that limiting phone use boosts focus and performance while reducing bullying, harassment, and disinformation, fostering a safer, more inclusive, and more respectful community.

* To lower our Suspension Rate for all students, especially the Suspension Rate of our AA and SpEd students, Administrators will conduct schoolwide, grade-level expectation assemblies twice a year, our Academic Counselor will conduct schoolwide, grade-level workshops around Suicide, Bullying Prevention, Sexual Harassment, and Vaping. Our Student Support Services Team (which consists of our Academic Counselor, Psychologist, Social Worker, and Intervention & Instruction Coordinator) will meet weekly to thoroughly discuss students referred, to create strategic next steps, and progress monitor students behaviorally and academically. The SSS Team will implement a schoolwide check-in system and progress monitor behavior. Schoolwide, we will implement a point system called Level Up, where students can earn and redeem points for incentives. Points are awarded for attendance, no tardies Periods 2-6, dressing out for PE, academic achievement in grades and assessments, attending afterschool clubs, sports, and activities, and exemplifying positive characteristics of Respect, Integrity, Scholarship, and Empathy.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) By June 2024, 58% of our students including all subgroups in grades 6-8 will score Met/Exceeded on ELA SBAC, a 22% improvement from 2023. By June 2024, 49% of our AA students in grades 6-8 will score Met/Exceeded on ELA SBAC, a 20% improvement from 2023. By June 2024, 15% of our ELL students in grades 6-8 will score Met/Exceeded on ELA SBAC, a 9% improvement from 2023.</p> <p>Increasing ELA achievement is a priority at Franklin. ELA teachers will have 4-5 unit release days to plan units, lessons, common assessments, and analyze data. ELA Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, and Equity Lens.</p>	Goal Partially or Not Met	Findings (analysis and priorities) - ELA 35% of our students were met/exceeded on the 2024 SBAC.	PD Plan incorporates Department Back-to-Back Meetings (focusing on Literacy and Math Standards); Data Chats for teachers to reflect and analyze on instruction meeting the rigor of the standard and getting our students access to rigorous learning; Plan-Do-Study-Act (PDSA) that focuses on improvement science, using data to improve the effectiveness of teacher instruction; Schoolwide instructional focus on Formative Assessments; Grade-Level Colleague Release Days - 1 per semester

Math	<p>1) By June 2024, 48% of our students including all subgroups in grades 6-8 will score Met/Exceeded on Math SBAC, a 27% improvement from 2023. By June 2024, 36% of our AA students in grades 6-8 will score Met/Exceeded on Math SBAC, This is a 24% improvement from 2023. By June 2024, 10% of our ELL students, in grades 6-8 will score Met/Exceeded on Math SBAC, this is a 6 % improvement from 2023.</p> <p>Increasing Math achievement is a priority at Franklin. Our goal is to increase Math achievement for all subgroups. Math teachers will have 4-5 unit release days to plan units, lessons, common assessments, and analyze data. Math Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, with an Equity Lens.</p>	Goal Partially or Not Met	Findings (analysis and priorities) - Math 19% of our students were met/exceeded on the 2023 SBAC.	PD Plan incorporates Department Back-to-Back Meetings (focusing on Literacy and Math Standards); Data Chats for teachers to reflect and analyze on instruction meeting the rigor of the standard and getting our students access to rigorous learning; Plan-Do-Study-Act (PDSA) that focuses on improvement science, using data to improve the effectiveness of teacher instruction; Schoolwide instructional focus on Formative Assessments; Grade-Level Colleague Release Days - 1 per semester.
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English Learner	<p>1) By June 2024, 15% of our ELL students in grades 6-8 will score Met/Exceeded on ELA SBAC, a 9% improvement from 2023.</p> <p>By June 2024, 10% of our ELL students in grades 6-8 will score Met/Exceeded on Math SBAC, a 6 % improvement from 2023.</p> <p>Increasing ELL achievement is a priority at Franklin. Our goal is to increase ELL achievement for all levels. ELL teachers will have 4-5 unit release days to plan units, lessons, common assessments, and analyze data. ELL Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, with an Equity Lens, Ellevation ,and SDAIE stratagies.</p>	Goal Partially or Not Met	<p>Findings - EL</p> <p>8% of our ELL students were met/exceeded on the 2024 ELA SBAC.</p> <p>3% of our ELL students were met/exceeded on the 2024 Math SBAC.</p>	<p>PD Plan incorporates Department Back-to-Back Meetings (focusing on Literacy and Math Standards); Data Chats for teachers to reflect and analyze on instruction meeting the rigor of the standard and getting our students access to rigorous learning; Plan-Do-Study-Act (PDSA) that focuses on improvement science, using data to improve the effectiveness of teacher instruction; Schoolwide instructional focus on Formative Assessments; Grade-Level Colleague Release Days - 1 per semester. Increase PD around Integrated ELD Strategies; Progress Monitor EL students and provide Tier 1 and Tier 2 Interventions.</p>
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Culture/Climate	<p>1) By June 2024, 54% of Franklin students will respond favorably to the Core Survey question, "How much respect do students in your school show you?" This is a 10% increase from the 2023 Spring Pulse Core Survey.</p> <p>By June 2024, Attendance (ADA) Rate will improve to 93%. This is a 5% increase.</p> <p>By June 2024, Chronic Absenteeism will decrease to 28%. This is a 10% decrease.</p> <p>Franklin has implemented the following Accountability Teams to meet our goals.</p> <p>Attendance Team Restorative Justice Team Safe & Civil Team Franklin Scholars Team Franklin Incentives Team Period 1 Tardies Team Franklin Community Outreach Team Faculty Climate Culture Team</p> <p>The following teams meet monthly to track our goals.</p>	Goal Partially or Not Met	<p>44% of Franklin students responded favorably to the Core Survey question, "How much respect do students in your school show you?"</p> <p>34.3% of Franklin students were chronically absent</p>	<p>Level-Up: PBIS management system that assists schools in their Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations and academics from anywhere in the school, not just the classroom. And with added features like referral tracking, Check-In/Check-Out, and a teacher rewards system, PBIS Rewards helps to foster accountability for student behaviors and academics.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Additional school psychologist time (.2 FTE) is needed to provide additional services to our students. Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. (IN 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
Additional school nurse time (.2 FTE) is needed to supplement current nursing services. The school nurse will provide individual or group interventions related to health problems that are interfering with academic, behavioral or social-emotional growth. In addition, the school nurse will reach out to community agencies to get additional health screenings, such as dental and vision screening, and free eye glasses. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Data Assistant Principal (.5 FTE) to support all students in grades 6-8 by working closely with EL specialist to ensure that all EL students and underperforming subgroups are receiving additional services, working with parents to support their students, working with attendance clerk to improve high school readiness, attendance rates, and working with teachers and administrators to use data in order to monitor progress, implement interventions and provide professional development. (IN 3)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
.5 FTE Parent Liaison Facilitator support all EL students academically and support all students with technology. Franklin has a large percentage of EL students that have not met the standards. The EL / Intervention specialist will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention Specialist will also work with parents on how to support their children. In addition, the specialist would help all students, coordinate interventions, and assist teachers in the use of technology within the classroom. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Exposure to local colleges field trips experience focused High School Readiness, College and Career Readiness and to expose Franklin students to future opportunities . Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from having a college vision. 6th graders: To visit LBCC 7th graders: CSULB 8th graders: UC Irvine or UC Los Angeles (IN 6)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Additional recreation aides are needed before school during breakfast and at lunch time to help supervise students to ensure all students have access and enough time to eat. After breakfast and lunch, recreation aides help monitor the blacktop, field area, restroom areas, and PE to ensure a climate that promotes safety for all students. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
A college technology aide is needed as supplemental technology support for students and staff. Given the increasing use of technology in the classroom, a tech aide is needed to troubleshoot tech issues and organize maintenance to ensure that all students and staff have equal access to technology. (IN 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An School Community Liaison(1.0 FTE) is needed to support all students in grades 6-8 with chronic absenteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians. (IN 9)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Additional assistance is needed for our English learners as well as other students in need of intervention. We would like to hire college aides for primary language support and for other students in need of intervention in the classroom. College aides would be trained in strategies to help EL and other students in need of support, such as preview/review strategies, etc. (IN 10)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Pay a teacher during their conference daily to the Computer Support Technician role serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs. (IN 11)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Teachers need time to develop and sequence long-term and short-term instructional plans based on district guidelines to meet the learning needs of students. Teachers will look at assessment data and student work to guide instruction, adapt resources, and make the curriculum accessible to all students. All 48 teachers will be given 5 release days to plan, collaborate and/or participate in professional development in support of the implementation of quality core instruction. The total cost for 5 release days is \$58,500 (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The administrative team, IIC, Teachers, Intervention Dean Instructional Leadership Team need time to collaborate and plan data driven professional development for the staff based on teacher needs. ILT Team will be provided with 5 planning release days to meet with the administrative team and IIC and 24 hours. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Student Planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Edpuzzle subscription to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Special Education Department \$2000.00 for the Functional Living Classroom. The FLC is part of the Moderate to Severe Special Education curriculum. Franklin currently has a room designated for the FLC and the funds will be used to purchase additional household items for the students to use. (SM 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
\$1200.00 to purchase materials in support of social-emotional learning and Restorative Justice. The materials will be used by the RJ team to support students and foster community building. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

To rebrand the school and create a positive learning environment that promotes and encourages school spirit, scholarliness, good character, high attendance, and school participation, a student recognition program is an important component of our positive school climate/culture, high school readiness program, and attendance program. We would like to increase school spirit signage, items promoting scholarliness, a wide variety of student recognition items that include but are not be limited to student medals, certificates, and incentive activities for meeting goals, high school readiness criteria, as well as improving grades, GPA, and meeting attendance goals, etc. We would like \$12,000 to purchase school spirit and scholarliness items that includes incentive supplies and materials as well as student experiences, etc. in order to supplement and expand our Student Recognition program and begin the efforts to rebrand the school. (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
PE is in need of equipment to meet the PE standards. Volleyball/Table tennis net (portable). (SM 5)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
ENLACE ELL class is in need of a color printer, to print in color SDAIE pictures, phrases, images to support our ELL students. (SM 6)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
6th Grade History is asking for \$600 to provide 5 periods (across two classrooms) with a virtual assembly with Mr. Nicky. Mr. Daniel J. Nicky is a certificated History and Biology teacher. His unique brand of humorous educational songwriting reaches an international audience, providing exciting opportunities for students to learn through the medium of music. Mr. Nicky offers songs for each unit in the 6th grade curriculum. His songs highlight geography, political structures, vocabulary, achievements, and more. We use these songs to preview, monitor understanding, and review units. (SM 7)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
60 Books to support Parents: In this fun how-to guide, expert college advisor, Dr. Cynthia Colo'n, offers 30 entertaining stories filled with inspiration, behind-the-scenes truths, and actionable to-dos, helping teens everywhere to: Create a 4-year academic plan designed for maximum success. Produce a strategic resume that highlights their uniqueness. Get admitted to amazing colleges they could only dream of! Follow this 7-step plan and teens are sure to have a stress-free senior year! Teens will walk away feeling more confident, excited about creating college application (SM 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Tech: We currently have no extra stock of basic tech items needed in classrooms. These items are already being requested by teachers. We need HDMI à USB-C adaptors for teachers/guests to connect their laptops to our projectors. We need speakers that can fill up a classroom so students sitting in the back of classroom can hear the audio being played over the computer/projector. The currently available speakers (projector speakers and desktop soundbar) are not sufficient enough to project audio around the classroom. Our classroom headphones are falling apart, broken, or missing. They need to be replaced. (SM 9)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Academic Achievement/HS Readiness BMX Assembly. At Franklin, we are building a culture that its "'cool to be a scholar'". We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 1 will be invited to Franklin's Academic Achievement/HS Readiness BMX Assembly. (SM 10)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Nearpod subscription to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning. (SM 11)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact
Academic Achievement/HS Readiness Assembly. At Franklin, we are building a culture that its "'cool to be a scholar'". We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 2 will be invited to Franklin's Academic Achievement/HS Readiness Assembly. (SM 12)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
PE is in need of equipment to meet the PE standards. (SM 13)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Math (6-8) All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. High School Readiness 100	Academic Achievement/HS Readiness BMX Assembly. At Franklin, we are building a culture that it's cool to be a scholar. We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 1 will be invited to Franklin's Academic Achievement/HS Readiness BMX Assembly.	All Students	LCFF \$3,900 Services - LCFF 100%	12/09/2024 - 07/01/2025 Semester	IIC/Principal	HS Ready Academic Goals for Semester 1 High School Readiness 100
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Lack of engagment SBAC ELA 100	Edpuzzle subcription to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning.	All Students	Title 1 \$3,000 Services - Title 1 100%	12/01/2024 - 07/01/2025 Quarterly	Principal	Teachers SBAC ELA 100
All students and staff need equal access to updated technology that is in working condition. Culture-Climate Survey (Student-Staff) 100	A college technology aide is needed as supplemental technology support for students and staff. Given the increasing use of technology in the classroom, a tech aide is needed to trouble shoot tech issues and organinze maintentance to ensure that all students and staff have equal access to technology.	All Students, All Staff	LCFF \$14,389 Technology College Student Aide (1) for 600 hours annually - LCFF 100%	07/01/2024 - 07/01/2025 Daily	Principal	Principal Culture-Climate Survey (Student-Staff) 100

All students and staff need equal access to updated technology that is in good working condition. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Pay a teacher during thier conference daily and summer as the role as the Computer Support Technician role serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs.	All Students, All Staff, All Parents	Title 1 \$7,478 Teacher Hourly Extra Comp (1) for 80 hours annually - Title 1 100%	07/01/2024 - 07/01/2025 Daily	Teacher during confernce period	Administration team would provide general supervision and direct duties of computer support technician. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
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EL students as well as other students need support in the classroom, especially primary language support. EL Reclassification 100	Additional assistance is needed for our English learners as well as other students in need of intervention. We would like to hire college aides for primary language support and for other students in need of intervention in the classroom. College aides would be trained in strategies to help EL and other students in need of support, such as preview/review strategies, etc.	English Learners	Title 1 \$46,856 College Student Aide (4) for 566 hours annually - Title 1 100%	07/01/2024 - 07/01/2025 Daily	College Aide	Grades, ELPAC, SBAC EL Reclassification 100
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Students with chronic absenteeism rates and their families need additional support, provided to address factors preventing school attendance. Attendance/Chronic Absenteeism Rate 100	Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. A Billigual IOA 1.0 FTE) is needed to support all students in grades 6-8 with chronic absenteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.	Other Targeted Students, Targeted Parents	LCFF \$48,340 Title 1 \$48,340 Intermediate Office Assistant 1 FTE - LCFF 50%; Title 1 50%	07/01/2024 - 07/01/2025 Daily	Principal Counselor Assistant Principals IIC Office Supervisor	Daily attendance list Chronic Absenteeism Referral to Support Service Attendance/Chronic Absenteeism Rate 100
EL students need support	.5 FTE Parent Liaison	English Learners, All	Title 1 \$90,298	07/01/2024 -	Principal	Meetings with

to meet ELA and math standards. Students will In additon, students and teachers need support in the use of technology within the classroom. EL Reclassification 50, Culture-Climate Survey (Parent) 50	Facilator support all EL students academically and support all students with technology. Franklin has a large percentage of EL students that have not met the standards. The EL / Intervention specialist will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of	Students	Program Facilitator .5 FTE - Title 1 100%	07/01/2024 Daily	Administrative Team to discuss support and progress of programs, plan next steps, and implement interventions. EL Reclassification 50, Culture-Climate Survey (Parent) 50
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state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention Specialist will also work with parents on how to support their children. In addition, the specialist would help all students, coordinate interventions, and assist teachers in the use of technology within the classroom.					
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Data collection and analysis needed to monitor progress, plan interventions for students, and next steps for professional development. EL Reclassification 50, Attendance/Chronic Absenteeism Rate 50	Data Assistant Principal (.5 FTE) to support all students in grades 6-8 by working closely with EL specialist to ensure that all EL students and underperforming subgroups are receiving additional services, working with parents to support their students, working with attendance clerk to improve high school readiness, attendance rates, and working with teachers and administrators to use data in order to monitor progress, implement interventions and provide professional development.	All Students	Title 1 \$101,765 Asst. Principal Middle .5 FTE - Title 1 100%	07/01/2024 - 07/01/2025 Daily	Assistant Principal	Regular meetings with Principal and Administrative team to discuss progress, next steps, interventions and professional development. EL Reclassification 50, Attendance/Chronic Absenteeism Rate 50
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Many students get ill, need assistance with medications or get injured throughout the year. Many of our students in the Moderate / Severe SPED program have medical conditions and many have seizures. Basic Services 100	Additional school nurse time (.2 FTE) is needed to supplement current nursing services. The school nurse will provide individual or group interventions related to health problems that are interfering with academic, behavioral or social-emotional growth. In addition, the school nurse will reach out to community agencies to get additional health screenings, such as dental and vision screening, and free eye glasses.	All Students	LCFF \$29,778 Nurse Inspector .2 FTE - LCFF 100%	07/01/2024 - 07/01/2025 Daily	School Nurse	Monthly updates to Administrative Team regarding health of students. Updates to staff as needed. Basic Services 100
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
	W.E.B. Leaders, Middle School Choice Fair, Site Night, we work with feeder schools. Regular communication is done through weekly parent meetings open to all parents, weekly newsletters to parents, and monthly Zoom meetings. Parents and guardians are invited to classes called Calm & Kind and Parenting Partners.	Counselor and facilitator invite parents to fill out high school choice applications onsite. Parents are encouraged to visit the High School Choice Fair and the site nights. Families are invited to weekly meetings where they can ask questions and receive information about high school requirements.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Additional supervision needed before school, during breakfast and at lunch time to ensure students supervised access, enough time to eat, and a climate that promotes safety for all students. Culture-Climate Survey (Student-Staff) 100	Additional recreation aides are needed before school during breakfast and at lunch time to help supervise students to ensure all students have access and enough time to eat. After breakfast and lunch, recreation aides help monitor the blacktop, field area, restroom areas, and PE to ensure a climate that promotes safety for all students.	LCFF Rec \$53,634 Hourly - Recreation Aide (4) for 680 hours annually - LCFF Rec 100%	07/01/2024 - 07/01/2025 Daily	Recreation Aides	Administrators on supervision will monitor recreation aides and the assigned duties.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need time to collaborate, plan instruction, look at student work and analyze assessment data. Core Curriculum 100	Teachers, ICC, TOSA and administration team need time to develop and sequence long-term and short-term instructional plans based on district guidelines to meet the learning needs of students. Teachers will look at assessment data and student work to guide instruction, adapt resources, and make the curriculum accessible to all students. Teachers will be given 2-3 release days to plan, collaborate and/or participate in professional development in support of the implementation of quality core instruction. And an additional 6 hours per staff (summer to prepare).	Title 1 \$20,024 LCFF \$2,804 Substitute teacher full day (37) for 2 days - Title 1 100% Teacher Hourly Extra Comp (5) for 6 hours annually - LCFF 100%	07/01/2024 - 07/01/2025 Quarterly	All classroom teachers All admin team members	Daily instruction Curriculum pacing guides Lesson plans Professional development

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
To further Franklin's academic and climate goals and enrich its culture, it is essential to engage a greater number of parents. By involving parents more actively, we can create a stronger support system that will positively impact the academic progress and overall environment at Franklin. Culture-Climate Survey (Parent) 100	Funds to compensate Franklin staff (Teachers, Facilitator, Admin, Classified staff) for their support in organizing the following events aimed at promoting parent involvement: Art Night, Math Night, Steam Night, Back-to-School Picnic, Academic Support Night, Mental Health Night, Science. We will also need to compensate staff for parent outreach related to attendance (during the summer), and academics. Parent monthly Zoom meetings and or in person. Parent workshops and community engagement events.	Par Inv \$4,801 Teacher Hourly P Schedule (2) for 15 hours annually - Par Inv 100% Manager Additional Assignment (1) for 15 hours annually - Par Inv 100% Hourly - Intermediate Office Assistant (1) for 10 hours annually - Par Inv 100%	07/01/2024 - 07/01/2025 Monthly	Parent Facilitator	Principal

A tool to help parents monitor their child's goals, grades, school work, and communicate school and district policies is needed. Culture-Climate Survey (Parent) 100	Student Planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics.	Par Inv \$3,500 Materials - Par Inv 100%	07/01/2024 - 07/01/2025 Daily	Teachers, Students and Parents.	Parents will monitor their child's progress regularly (daily or weekly depending on their child's needs)
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School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	339190
Title I Parent and Family Involvement (3008)	9020

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	123200

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Jorge Montanez	
Staff	Classroom Teacher	Jacquiline Bellin	08-01-2025
Staff	Classroom Teacher	Tamara Hall-Wilkie	08-01-2025
Staff	Classroom Teacher	Tracey Hibben	08-01-2025
Staff	Classroom Teacher	Maribel Rendon	08-01-2025
Staff	Other School Personnel	Hannah Komacheck	08-01-2025
Community	Parent/Community Member	██████ Torres	08-01-2025
Community	Parent/Community Member	██████ Torres	08-01-2026
Community	Parent/Community Member	██████ Stevens	08-01-2026
Community	Student	G ██████	08-01-2026
Community	Student	A ██████	08-01-2025
Community	Student	H ██████	08-01-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	█████ Guevara
DELAC Representative	Parent of EL Student (required)	█████ Berazas
Principal or Designee	Staff Member (required)	Ruth Lisha
Secretary	Parent of Non-EL Student (required)	██████████ Najera

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	12/03/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>ELAC Requests:</p> <p>A) Request for tutoring in Spanish Games for those that need support for EL's, conversational English or ELD, Also games and support in Spanish. and Peer support in ELD</p> <p>B. Need for a class for students, been here for more than 18 months, but have not yet mastered the basics of the language.</p> <p>C. 46 students have passed the ELPAC, and 42 are qualifying for reclassification. 4 have not qualified for reclassification thus far.</p> <p>Attendance Recommendations:</p> <p>A) Concerns of ELAC committee parents, make sure Monday Message is also accessible to the EL students so that they are motivated to come to school and attend clubs/activities.</p>

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/09/2024
6. What was SSC's response to ELAC recommendations?	<p>A) Mr. Montanez suggested that ELOP Funding can be used if a teacher is willing to run the club. Additional funding not needed. The Fluent Friends Club started shortly after the SSC meeting.</p> <p>B) This is more of a district request versus a school level decision. Mrs. Komachech suggested that we look at data and present it at the district level to the ELD office.</p> <p>C) Mrs. Komacheck was able to provide certificates to Canes for a free meal for each student attending the awards assembly who passed the ELPAC.</p> <p>Attendance Recommendation:</p> <p>A) SSC response: Ms. Bellin requested a list of all the clubs at school to put around school (English and Spanish). Mrs. Rendon will start receiving a copy of the slides from the MMM so that she can go over the highlights with her ENLACE class. The CCR teacher will be asked to highlight main events happening at school.</p>

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 12/09/2024
2. The SSC approved the **Home-School Compact** on 09/30/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/30/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 12/17/2024
5. SSC Participated in the Annual Evaluation of SPSA: 12/09/2024
6. The SPSA was approved at the following SSC Meeting: 12/09/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Franklin Classical Middle School ▾

If TSI/ATSI, identify subgroups:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the above identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI/TSI school. Resource Inequities and LBUUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI/TSI responsibilities.

Date Approved by SSC

1/27/2025

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI, TSI, or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI/TSI targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI/TSI student groups:

- ☐ **There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive appropriate services/interventions through our Schoolwide Program.
- ☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- ☒ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

What are we currently doing to support our African American population with Math and the School Climate?

1. Eight PDSA Cycles on QCI with a focus on formative assessments (Prove-its).
2. Our school counselor is providing anti-bullying lessons.
3. Our Level-up program point system is set up to encourage positive behavior.
4. Restorative practices
5. The Black Student Achievement Initiative and Sankofa is available to all families.
6. Last year we had a BSU Club (Black Student Union).

There is some evidence of resource inequalities present in our SPSA for our AA population. Mr. Montanez, our principle is going to meet with the math department to see what adjustments we can make.

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- ☐ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- ☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- ☒ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

Comentarios sobre las desigualdades de recursos (opcional)

¿Qué estamos haciendo actualmente para apoyar a nuestra población afroamericana con las matemáticas y el clima escolar?

1. Ocho ciclos PDSA en QCI con un enfoque en evaluaciones formativas (Prove-its).
2. Nuestro consejero escolar está brindando lecciones contra el acoso escolar.
3. Nuestro sistema de puntos del programa Level-up está configurado para fomentar un comportamiento positivo.
4. Prácticas restaurativas
5. La Iniciativa de Logros de Estudiantes Negros y Sankofa están disponibles para todas las familias.
6. El año pasado tuvimos un Club BSU (Unión de Estudiantes Negros).

Hay cierta evidencia de desigualdades de recursos presentes en nuestro SPSA para nuestra población afroamericana. Sr. Montanez, nuestro director se reunirá con el departamento de matemáticas para ver qué ajustes podemos hacer.

LONG BEACH

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Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) ▾

Franklin Classical Middle School ▾

Si es ATSI, identifique los subgrupos:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el
SSC

1/27/2025

Firma del director



Firma del presidente del
SSC



Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) -

Franklin Classical Middle School ▾

If TSI/ATSI, identify subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the above identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

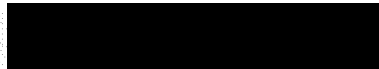
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI/TSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI/TSI responsibilities.

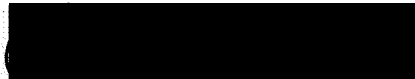
Date Approved by SSC

1/27/2025

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI, TSI, or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI/TSI targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI/TSI student groups:

☒ **There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive appropriate services/interventions through our Schoolwide Program.

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☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

What are we currently doing to support our EL's academically in Math and ELA?

1. Eight PDSA Cycles on QCI with a focus on formative assessments (Prove-its).
2. At Franklin, we offer our EL's a CCR class which focuses on reading, writing, listening and speaking.
3. Newcomers are enrolled in an ENLACE class and are given support in English and history at their level.
4. We have 9 college aides that push into classes and provided support to EL's in all of their classes.
5. Our ENLAC teacher pushes into classes periods 4 and 5 to support the newcomers in math and science.
6. Our Fluent Friends Club is geared towards our EL's and the students who are being watched for four years after reclassification. Students can read books, have conversations, play board games and/or get help with the English language.
7. Teachers are required to offer 50 mins a week of support before or after school per week.

What are we implementing in the near future to support our EL's?

1. All EL's meet with the EL TOSA to look at their ELPAC scores, set goals, come up with ways to improve their English.
2. Consider reaching out to high school students for paid peer tutoring.
3. Possibly ask teachers to have a period 7 CCR 2-3 times a week.
4. Targeted test prep with academic language. SBAC Boot Camp.

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

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- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

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To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) ▾

Franklin Classical Middle School ▾

Si es ATSI, identifique los subgrupos::

- | | | |
|--|--|---|
| <input type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input checked="" type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

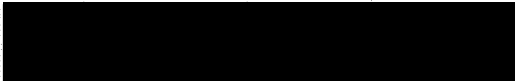
Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el
SSC

1/27/2025

Firma del director



Firma del presidente del
SSC



Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- ☒ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- ☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- ☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

¿Qué estamos haciendo actualmente para apoyar académicamente a nuestros EL en Matemáticas y ELA?

Ocho ciclos PDSA en QCI con un enfoque en evaluaciones formativas (Prove-its).

En Franklin, ofrecemos a nuestros EL una clase CCR que se enfoca en lectura, escritura, comprensión auditiva y expresión oral.

Los recién llegados se inscriben en una clase ENLACE y reciben apoyo en inglés e historia a su nivel. Tenemos 9 asistentes universitarios que se incorporan a las clases y brindan apoyo a los EL en todas sus clases.

Nuestro maestro ENLAC se incorpora a las clases de los períodos 4 y 5 para apoyar a los recién llegados en matemáticas y ciencias.

Nuestro Fluent Friends Club está orientado a nuestros EL y a los estudiantes que están siendo observados durante cuatro años después de la reclasificación. Los estudiantes pueden leer libros, tener conversaciones, jugar juegos de mesa y/o recibir ayuda con el idioma inglés.

Se requiere que los maestros ofrezcan 50 minutos a la semana de apoyo antes o después de la escuela por semana.

¿Qué estamos implementando en el futuro cercano para apoyar a nuestros EL?

Todos los EL se reúnen con el TOSA de EL para analizar sus puntuaciones en ELPAC, establecer objetivos y pensar en formas de mejorar su inglés.

Considere la posibilidad de acercarse a los estudiantes de secundaria para que reciban tutorías

remuneradas entre pares.

Posiblemente, pida a los maestros que tengan un período de 7 CCR 2 o 3 veces por semana.

Preparación para exámenes específicos con lenguaje académico. Campamento de entrenamiento SBAC.

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

**Student-Parent-Teacher-Administrator/Support Staff Compact**

Partners in Learning, 2024-2025

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to students' success in school, we are going to do our best to promote high student achievement. This agreement is a promise to work together. Together we can improve teaching and learning.

As a student I pledge to:

- Work as hard as I can on my school assignments and my behavior in school.
- Discuss with my family what I am learning in school.
- Follow Franklin's "R.I.S.E." guidelines. Respect, Integrity, Scholarship and Empathy (Code for Conduct).
- Ask my teachers questions when I don't understand something.
- Read nightly for 30 – 60 minutes and limit my TV and computer non-academic activities.
- Come to school every day on time.
- Wear my school uniform and carry my I.D. every day and show it when asked.
- Bring and complete planner daily as directed by my teachers.
- Bring necessary materials in my backpack every day.
- Utilize CANVAS to access my grades, assignments, and other school information.
- Understand the importance of High School Readiness (HSR) Indicators.
- Understand the importance of "A-G Requirements" for college entrance.
- Strive for 5 or less absences per school year.
- Cell phone use will be limited while on campus.

Student's

signature

As a parent or guardian I pledge to:

- Fill out the Annual Verification Form every year.
- Provide a quiet study time at home and encourage good study habits.
- Talk with my student about his/her school activities every day.
- Reinforce Franklin's Policies and Procedures, including the non-use of cell phones on campus.
- Participate in parent workshops and attend parent functions at Franklin.
- Limit my student's TV viewing and computer activities, and encourage my student to read 30 - 60 minutes a night.
- Support my student's teachers with their classroom expectations and communicate with them as needed.
- Make sure my student returns all school textbooks and library books at the end of the school year
- Make sure my student is at school every day and on time in school uniform.
- Access CANVAS weekly to check my student's progress in class and register for ParentVue.
- Understand and discuss with my child the importance of High School Readiness Indicators and of "A-G Requirements" for college entrance.
- Check planner daily.
- Read the weekly newsletter and/or attend meetings at the Parent Center.

Parent's signature*As a teacher I pledge to:*

- Provide motivating, interesting, and challenging learning experiences in my classroom.
- Explain my expectations, instructional goals, and grading system to students and parents.
- Explain Franklin's "R.I.S.E. Guidelines" to students and their parents.
- Communicate and work collaboratively with each parent to ensure the best education possible.
- Work to improve student academic success.
- Post homework and classwork daily.
- Check that each student in every period class has their classwork and homework in their planner.
- Update grades and communicate with parents using CANVAS.
- Encourage "Life Skills" in all aspects of the school environment.
- Teach HSR indicators and the importance of "A-G Requirements" for college entrance.

Teacher's signature*As Principal or Support Staff I pledge to:*

- Create a welcoming environment for students and parents.
 - Improve student academic success.
 - Ensure a safe and orderly learning environment.
 - Act as the instructional leader by supporting teachers in their classrooms.
 - Provide appropriate in-services and training for teachers and parents.
 - Hold parent meetings where parents can share information.
 - Explain and support Franklin's "R.I.S.E. Guidelines."
-
- Understand the importance of HSR indicators and "A-G Requirements" for college entrance.

Principal's signature



Convenio entre estudiantes, padres, maestros, administradores y personal de apoyo

Socios en el aprendizaje, 2024-2025

Sabemos que el aprendizaje sólo puede tener lugar cuando hay una combinación de esfuerzo, interés y motivación. Como todos estamos comprometidos con el éxito de los estudiantes en la escuela, haremos todo lo posible para promover un alto rendimiento estudiantil. Este acuerdo es una promesa de trabajar juntos. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como estudiante me comprometo a:

- Trabajar lo más duro que pueda en mis tareas escolares y en mi comportamiento en la escuela.
- Hablar con mi familia sobre lo que estoy aprendiendo en la escuela.
- Siga las pautas "R.I.S.E" de Franklin. Respeto, Integridad, Erudición y Empatía (Código de Conducta).
- Hacer preguntas a mis profesores cuando no entiendo algo.
- Leer todas las noches durante 30 a 60 minutos y limitar mis actividades no académicas frente a la televisión y la computadora.
- Ven a la escuela todos los días a tiempo.
- Usar mi uniforme escolar y portar mi identificación. todos los días y muéstralo cuando te lo pidan.
- Traer y completar la agenda diariamente según las indicaciones de mis maestros.
- Llevar los materiales necesarios en mi mochila todos los días.
- Utilice CANVAS para acceder a mis calificaciones, tareas y otra información escolar.
- Comprender la importancia de los indicadores de preparación para la escuela secundaria (HSR).
- Comprenda la importancia de los "Requisitos A-G" para el ingreso a la universidad.
- Esfuércese por tener 5 ausencias o menos por año escolar.
- El uso de teléfonos celulares estará limitado mientras se esté en el campus.

Firma del estudiante

Como padre o tutor me comprometo a:

- Complete el formulario de verificación anual cada año.
- Proporcione un tiempo de estudio tranquilo en casa y fomente buenos hábitos de estudio.
- Hablar con mi estudiante sobre sus actividades escolares todos los días.
- Reforzar las políticas y procedimientos de Franklin, incluyendo la no utilización de teléfonos celulares en el campus.
- Participe en talleres para padres y asista a funciones para padres en Franklin.
- Limitar la visualización de televisión y las actividades de computadora de mi estudiante, y alentar a mi estudiante a leer entre 30 y 60 minutos por noche.
- Apoyar a los maestros de mis alumnos con sus expectativas en el salón de clases y comunicarme con ellos según sea necesario.
- Asegurarse de que mi estudiante devuelva todos los libros de texto escolares y de la biblioteca al final del año escolar.
- Asegurarse de que mi estudiante esté en la escuela todos los días y a tiempo con el uniforme escolar.
- Acceder a CANVAS semanalmente para verificar el progreso de mi estudiante en clase y registrarse en ParentVue.
- Comprender y discutir con mi hijo la importancia de los indicadores de preparación para la escuela secundaria y de los "requisitos A-G" para el ingreso a la universidad.
- Consulte el planificador diariamente.
- Lea el boletín semanal y/o asista a reuniones en el Centro de Padres.

Firma de los padres

Como profesor me comprometo a:

- Proporcionar experiencias de aprendizaje motivadoras, interesantes y desafiantes en mi salón de clases.
- Explicar mis expectativas, objetivos de instrucción y sistema de calificaciones a estudiantes y padres.
- Explique el "R.I.S.E. Directrices para los estudiantes y sus padres.
- Comunicarse y trabajar en colaboración con cada padre para garantizar la mejor educación posible.
- Trabajar para mejorar el éxito académico de los estudiantes.
- Publique tareas y trabajos de clase diariamente.
- Verifique que cada estudiante en cada período de clase tenga su trabajo de clase y tarea en su agenda.
- Actualice las calificaciones y comuníquese con los padres usando CANVAS.
- Fomentar las "habilidades para la vida" en todos los aspectos del entorno escolar.
- Enseñar indicadores de HSR y la importancia de los "Requisitos A-G" para el ingreso a la universidad.

Firma del maestro

Como director o personal de apoyo me comprometo a:

- Crear un ambiente acogedor para estudiantes y padres.
- Mejorar el éxito académico de los estudiantes.
- Garantizar un ambiente de aprendizaje seguro y ordenado.
- Actuar como líder educativo apoyando a los maestros en sus aulas.
- Proporcionar servicios internos y capacitación adecuados para maestros y padres.
- Lleve a cabo reuniones de padres donde los padres puedan compartir información.
- Explique y apoye la estrategia "R.I.S.E. Pautas."
- Comprender la importancia de los indicadores HSR y los "Requisitos A-G" para el ingreso a la universidad.

Firma del director



Franklin Middle Franklin FAMILY INVOLVEMENT GUIDELINES

As a school that receives Title I, Part A (Title I) funds, Franklin has developed jointly with the members of Franklin Site Council and distributed to families of participating children Franklin Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Franklin's expectations for family involvement and describe how Franklin will implement several specific family involvement activities. The Home-School Compact is incorporated into the Franklin Family Involvement Guidelines.

PART I

Franklin agrees to implement the following requirements:

- Jointly develop with and distribute to families of participating children Franklin Family Involvement Guidelines that Franklin and families of participating children agree on.
- Notify families about the Franklin Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- Make the Franklin Family Involvement Guidelines available to the local community.
- Periodically update the Franklin Family Involvement Guidelines to meet the changing needs of families and the Franklin.
- Adopt the Franklin's home-Franklin compact as a component of its Franklin Family Involvement Guidelines.
- Agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities, and procedures in accordance with this definition:

PART II.

DESCRIPTION OF HOW THE FRANKLIN WILL IMPLEMENT REQUIRED FRANKLIN FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Franklin will take the following actions to involve families in the joint development and joint agreement of its Franklin Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

(List actions that constitute planning, review, and improvement of the Title I program, e.g., gather and disseminate to parents for review the following materials.)

- Attendance at one of the district trainings or Franklin site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees

- Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise on the school website, at Back-to-School night, through SchoolMessenger, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and adjust (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compact
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Franklin will take the following actions to distribute to families and the local community, the Franklin's Family Involvement Guidelines:
 - At an SSC & ELAC meeting
 - On the school website
 - Annual Title I Meeting
 - Main Office Counter
 - Back-to-School night
 3. Franklin will update periodically its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - Franklin site council must vote to approve the guidelines
 4. Franklin will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this Franklin, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on Franklin marquee, through Canvas, and through SchoolMessenger
 5. Franklin will provide updated information to families about Title I programs throughout the school year:
 - On the school website
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
 6. Franklin will provide to families a description and explanation of the curriculum in use at Franklin, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Franklin will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children: (List Activities)
 - Family workshops; Family surveys
 - Principal chats
 - On the school website
 - Back-to-School night
 - At SSC & ELAC meetings
 7. Franklin will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Franklin will build the school's and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school, involved families, and the community to improve student academic achievement, through the following activities specifically described below: (List actions, such as describing processes, identify who will be responsible for conducting the activities, and explaining what role families will play.)
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC, and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Franklin will incorporate the Home-School Compact as a component of its Franklin Family Involvement Guidelines:
 - Outlines shared responsibility of home, Franklin and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School Site Council must vote to approve compact
 - Describe distribution process
3. Franklin will, with the assistance of its district, help families of children served by the Franklin in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Franklin will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
5. Franklin will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
6. Franklin will, to the extent feasible and appropriate, take the following actions to ensure that information related to the Franklin and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - District staff will be doing the translations of written materials/notifications that are sent to families

PART IV.

DISCRETIONARY FRANKLIN FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The Franklin Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that Franklin, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging Franklin meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at Franklin;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

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**PART V.
ADOPTION**

Franklin's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's Franklin Site Council members on 9/30/24 and will be in effect for the period of one school year. Franklin will distribute the Guidelines to all families on or before 10/31/24. Franklin, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Signature of Principal

10/21/24
Date



Franklin Medio Franklin

PAUTAS DE PARTICIPACIÓN FAMILIAR

Como escuela que recibe fondos del Título I, Parte A (Título I), Franklin ha desarrollado junto con los miembros del Consejo Escolar de Franklin y distribuido a las familias de los niños participantes las Pautas de Participación Familiar de Franklin, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Franklin para la participación familiar y describen cómo Franklin implementará varias actividades específicas de participación familiar. El Pacto Hogar-Escuela está incorporado a las Pautas de Participación Familiar de Franklin.

PARTE I

Franklin se compromete a implementar los siguientes requisitos:

- Desarrollar y distribuir conjuntamente con las familias de los niños participantes Pautas de participación familiar de Franklin que Franklin y las familias de los niños participantes acuerden.
- Notificar a las familias sobre las Pautas de participación familiar de Franklin en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner las Pautas de Participación Familiar de Franklin a disposición de la comunidad local.
- Actualizar periódicamente las Pautas de participación familiar de Franklin para satisfacer las necesidades cambiantes de las familias y de Franklin.
- Adoptar el pacto entre el hogar y Franklin como componente de sus Pautas de participación familiar de Franklin.
- Acepta regirse por la siguiente definición legal de participación familiar y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO FRANKLIN IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR DE FRANKLIN

1. franklin tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de Participación Familiar de Franklin y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA: (Enumere las acciones que constituyen planificación, revisión y mejora del programa Título I, por ejemplo, recopilar y difundir entre los padres para su revisión los siguientes materiales).
 - Asistencia a una de las capacitaciones del distrito o a la capacitación del sitio de Franklin. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de las SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel del ELAC y otros comités asesores
 - Planificar una reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil.

- i. Invite a otras familias y partes interesadas a asistir a la reunión.
 - ii. Anuncie en el sitio web de la escuela, en la noche de regreso a clases, a través de SchoolMessenger, etc.
- En la reunión
 - i. Revise el Plan Único para el Rendimiento Estudiantil y, como grupo, observe los cambios y ajuste (eliminaciones o adiciones) según sea necesario.
 - ii. Redactar o actualizar las Pautas de participación familiar y el Pacto entre el hogar y la escuela
 - iii. Se pondrán a disposición de las familias españolas y jemerres traducciones orales y escritas para permitir el debate.
2. Franklin tomará las siguientes acciones para distribuir a las familias y la comunidad local las Pautas de participación familiar de Franklin:
 - En una reunión del SSC y ELAC
 - En el sitio web de la escuela
 - Reunión Anual de Título I
 - Mostrador de la oficina principal
 - Noche de regreso a clases
3. Franklin actualizará periódicamente sus Pautas de participación familiar para satisfacer las necesidades cambiantes de las familias y la escuela:
 - En las reuniones del SSC y ELAC
 - Reuniones informativas familiares
 - El consejo local de Franklin debe votar para aprobar las pautas
4. Franklin convocará una reunión pública anual de Título I para informar a las familias lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos del Título I en este Franklin y el derecho de las familias a participar
 - Celebrar un número flexible de reuniones en distintos horarios
 - Notificaciones/folletos enviados a casa en un idioma que las familias puedan entender.
 - Anuncio realizado en la marquesina de Franklin, a través de Canvas y a través de SchoolMessenger
5. Franklin proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:
 - En el sitio web de la escuela
 - En el mostrador de la oficina principal
 - En las reuniones del SSC, ELAC y otras reuniones familiares (PTA/PTO/CAAP, etc.)
6. Franklin proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en Franklin, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Franklin también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos: (Listar actividades)
 - Talleres familiares; Encuestas familiares
 - Charlas principales
 - En el sitio web de la escuela
 - Noche de regreso a clases
 - En las reuniones del SSC y ELAC
7. Franklin presentará al distrito cualquier comentario familiar si el plan escolar según la sección (1114) (b) (2) no es satisfactorio para las familias de los niños participantes:
 - En las reuniones del Consejo Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. franklin desarrollará la capacidad de la escuela y las familias para una fuerte participación familiar, con el fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela, las familias involucradas y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación: (Enumere acciones, como describir procesos, identificar quién será responsable de realizar las actividades y explicar qué papel desempeñarán las familias).
 - Capacitaciones del distrito ofrecidas para familias y personal.
 - Talleres de educación familiar en el sitio.
 - Conferencias de familia y maestros
 - Talleres familiares publicados en el sitio web del distrito
 - DCAC, DELAC y otros foros/reuniones familiares del distrito
 - Recursos del sitio web del distrito: haga clic en "P" para Universidad de padres
2. franklin incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de Participación Familiar de Franklin:
 - Describe la responsabilidad compartida del hogar, Franklin y el estudiante en el rendimiento académico.
 - Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
 - El Consejo Escolar debe votar para aprobar el pacto
 - Describir el proceso de distribución
3. Franklin, con la ayuda de su distrito, ayudará a las familias de niños atendidos por Franklin a comprender temas como los siguientes
 - los estándares de contenido académico del estado
 - las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
4. Franklin, con la ayuda del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, para fomentar la participación familiar, al:
 - Talleres Familiares
5. Franklin, con la ayuda del distrito y las familias, educará a sus maestros y demás personal sobre cómo acercarse, comunicarse y trabajar con las familias como socios iguales, mediante:
 - Servicios de maestros/personal
6. Franklin, en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con los programas, reuniones y otras actividades de Franklin y sus familias se envíe a las familias de los niños participantes en un formato comprensible y en un idioma que las familias puede entender:
 - El personal del distrito hará las traducciones de los materiales escritos/notificaciones que se envían a las familias.

PARTE IV.

COMPONENTES DE LAS PAUTAS DISCRECIONALES DE PARTICIPACIÓN FAMILIAR DE FRANKLIN

Las Pautas de Participación Familiar de Franklin pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que Franklin, en consulta con sus familias, elige realizar para desarrollar la capacidad de las familias para participar en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumerados en la sección 1118 (e) de la ESEA:

- involucrar a las familias en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionar la capacitación necesaria en alfabetización para las familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;
- formar a las familias para mejorar la participación de otras familias;
- para maximizar la participación y participación de la familia en la educación de sus hijos, organizando reuniones de Franklin en una variedad de horarios o realizando conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con familias que no pueden asistir a esas conferencias. en Franklin;
- adoptar e implementar enfoques modelo para mejorar la participación familiar;
- establecer un consejo asesor familiar (DCAC) para todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación familiar en los programas del Título I, Parte A;
- desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- Proporcionar otro apoyo razonable para las actividades de participación familiar según la sección 1118, según lo soliciten las familias.

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PARTE V. ADOPCIÓN

Las Pautas de Participación Familiar de Franklin han sido desarrolladas conjuntamente y acordadas por familias de niños que participan en programas del Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Consejo del Sitio de Franklin del sitio el 9/30/24 y tendrá vigencia durante el período de un año escolar. Franklin distribuirá las Pautas a todas las familias en o antes 10/30/24. franklin, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.


Firma del director

10/15/24
Fecha