THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT FRANKLIN ELEMENTARY SCHOOL

2018-19

37-68338-6039606
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Whisman, Donald
Contact Person: Whisman, Donald
Position: Principal
Telephone Number: 619/344-3000
Address: 4481 Copeland Ave, Franklin Elementary, San Diego, CA, 92116-4802,
E-mail Address: dwhisman@sandi.net

The following items are included:

☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
In their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Franklin Elementary

SITE CONTACT PERSON: Don Whisman

| DUE: April 6, 2018 (Traditional) |
| May 2, 2018 (Year Round) |

PHONE: FAX: E-MAIL ADDRESS: dwhisman@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☑ Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:
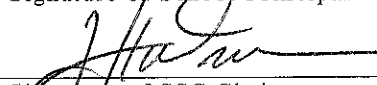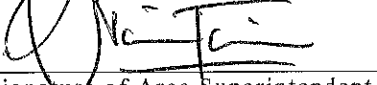
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

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

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☑ English Learner Advisory Committee (ELAC)	Date of presentation:	11/30/17
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:	
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation:	
☑ Site Governance Team (SGT)	Date of presentation:	10/19/17
☐ Other (list): _____	Date of presentation:	

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

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

6. The site plan or revisions to the site plan were adopted by the SSC on: 4/19/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Don Whisman		4/19/18
Type/Print Name of School Principal	Signature of School Principal	Date
Joseph Hartman		4/19/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Sofia Freire		5/24/18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3209**

Revised 03.08.18 mj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Franklin Elementary STEAM Magnet just celebrated its 87th anniversary of serving the Kensington, Talmadge, and City Heights communities. As with all things, Franklin has changed over the years to meet the diverse needs of its students and society. Since most of the future jobs in the interconnected global economy will be STEAM (Science, Technology, Engineering, Art, and Mathematics) related, Franklin Elementary has become a STEAM Magnet School. As a STEAM Magnet School, the focus of the school is hands-on minds-on inquiry-based learning with students engaged in daily exploration, problem solving, and critical thinking. At Franklin, students learn to work collaboratively and diversity is embraced. Core subjects are taught using the design thinking process and Franklin classrooms are alive with students engaged in critical thinking, problem solving, speaking and listening, reading, writing, computing, designing, and experimenting. In addition, throughout the year. Franklin Elementary STEAM Magnet stresses the development of different character traits espoused by our school's namesake, Benjamin Franklin. These traits are called "The Franklin Way" and include respect, responsibility, creativity and innovation, risk taking, problem solving, goal setting, team building, hard work, learning, and having fun. Franklin Elementary STEAM Magnet believes that when student are excited about and engaged in learning achievement follows. The contents of this SPSA include the 2018-19 SSC approved Smart Goals and categorical budget. The work toward approving the 2018-19 Smart Goals and categorical budget (see appendix) was completed in the winter of 2018 in preparation for the 2018-19 school year. The rationale for each expense is identified in the budget.

SCHOOL VISION AND REALITY

Franklin Elementary STEAM Magnet Vision- All students grow to become critical thinkers, problem solvers, and confident global citizens who positively impact our world. Franklin Elementary STEAM Magnet- Home of Innovators, Scholars and Leaders!

We know that our nation's success depends on strengthening America's role as the world's engine of creativity, discovery and innovation, and that leadership tomorrow depends on how we educate our students today especially in science, technology, engineering, art and math (STEAM), Franklin's goal as a STEAM Magnet is to provide an engaging and rigorous curriculum that integrates all the STEAM areas in meaningful ways for students while supporting all core subjects. Franklin Elementary STEAM Magnet believes that integrated STEAM curriculum units developed by teachers with engaging real world phenomena will ignite our students' natural desire to solve challenging and worthwhile problems and stimulate their critical thinking. In implementing STEAM, Franklin Elementary is at the forefront of implementing the Next Generation Science Standards recently adopted by California in San Diego Unified School District. Therefore, Franklin students are asking questions, defining problems, developing and using models. Planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating and communicating information. Teachers at Franklin weave science, technology, engineering, art, and mathematics into daily instruction using hands-on learning and exploration. Core subjects are integrated stressing the application of problem solving and critical thinking in the design cycle. Franklin classrooms are alive with students engaged in speaking and listening, collaboration, reading, writing, computing, designing, and experimenting.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:   1:24

Grade 4-5:   1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592   =   1 day per week

593-1,185   =   2 days per week

1,186-1,774   =   3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's student centered coaching cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Our focus this year has improving our teaching skills in the areas of mathematics and being trauma informed to meet the social and emotional needs of our students.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

The process used to engage community and staff in the LCFF budget development process started with the analysis of data, determining areas of need, and then prioritizing of resources to support these needs. Analysis of data occurred both with the staff and SSC members. Disaggregated Smarter Balanced data, CELDT, ELPAC and DRA data were used in determination of needs. In addition SSC members were given the Evaluation and Assessment Survey to analyze all areas represented by our Smart Goals and identify areas of need. Using data the staff made recommendations and Principal's Advisory Committee also met to prioritize these recommendations. In addition, the staff and SSC reviewed how funding had been spent in the past and the efficacy of programs and interventions previously implemented.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Don Whisman	Principal
Michele Williams	Teacher
Kathy Kuhl	Other
Melanie Crutchfield	Parent
Melanie Crutchfield	Parent/Chairperson
Joseph Hartman	Parent/DAC Representative
Debbie Pina	Teacher
Allison Paredes	Teacher
Laura Manning	Parent
Kim Nichols	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 60 % (approx. 24 of 40 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 17 of 48 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 45% (3rd-5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 35% (3rd-5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 35% (3rd-5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 10% (3rd-5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course
Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

ELPAC, Other assessments were teacher developed assessments.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 65% (approx. 26 of 40 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 35% (approx.17 of 48 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 45% (3rd-5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 32% (3rd-5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 30% (3rd-5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 10% (3rd-5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Teacher created assessments

Envision Curriculum Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 5 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

By 6/30/2018, Franklin Elementary will reduce the number of at risk Long Term English Learner (LTEL) students to 5% or less.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☒ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Strategies such as QTEL (Quality Teaching for English Learners) are employed that provide access to all students including English Learners and students with disabilities. Interventions are used both in and out of the classroom to support students with specific learning needs. Interventions are used to scaffold student learning and small group instruction. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis informs instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC). Our Benchmarks Advanced Literacy curriculum has both Integrated and Designated ELD supports.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 75% (approx.30 of 40 3rdgraders) will meet or exceed level 38 in DRA.

By June 2019, at least 65% (approx. 31 of 48 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☐ Interim Assessments ☐ End-Of-Course
Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☒ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 6 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal:
By June 2019, 100% (approx. 340 families) will receive information regarding academic and citizenship progress of their children.
By June 2019, at least 66% (approx. 224 of 340 families) will attend 2 trainings or meetings that highlight Franklin Elementary STEAM Magnet academic programs to increase the milestones necessary for meaningful graduation and possible future STEAM Pathways for their student(s).
Targeted Population:
All students in grades K-5 and our identified ELL students in grades 2-5 will be targeted.
What data did you use to form these goals?
Research indicates parent involvement is integral to student academic success. Parent outreach will occur through committees including SST. SGT, ELAC, our PTA, school sponsored events and STEAM experiences, parent conferencing, parent classes, and Family Thursdays. Sign in sheets at these events are a record of parent involvement at the school.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?
Teachers and counselors will meet 8 times per year during PLC release days to analyze student progress using site developed criteria. Families are contacted tri-annually or as needed based on progress.
Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will continue to create CCSS/ NGSS STEAM units of inquiry as well as use the Benchmarks Advance ELA curriculum incorporating CCSS.

- All teachers will incorporate QTEL strategies across the curriculum every day. Teachers will provide balanced literacy instruction including daily guided reading.

- Staff will use multiple measures of assessment (i.e., End of Unit assessments, Benchmarks, DRA2, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.

- Teachers will use graphic organizers and Thinking Maps to support student understanding as well as project based learning...

- All English learners will be assessed using CELDT and ELPAC.

- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.

- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.

- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly.

- Teachers will participate in on site and district professional development to strengthen literacy instruction and enlist support of district ELSTs to strengthen instruction for our English Learners.

Strategic Support Tier 2

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

- Targeted additional small flexible group instruction will be used to address specific needs in literacy

- Teachers will make a home contact (i.e. progress report, phone call, home visit) to discuss the progress of their at risk student. This is logged by teacher.

- Educational specialist will provide push in supplemental small group instruction for targeted students in need.

- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reinforce concepts.

- Teachers, support staff, or community volunteers will provide a Double Dose of daily guided reading for targeted students.

- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

- After school tutoring will be provided to target students.

Intensive Intervention (Tier 3)
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Support by support staff (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

To address this need Franklin Elementary will continue the implementation of the Benchmarks Advanced literacy curriculum. In addition, a new NGSS aligned science curriculum will be added that supports Common Core literacy and math as well as has supports for language acquisition. STEAM units have been designed that integrate ELA, Math, and language development (QTEL strategies). In addition, Franklin teachers are implementing an inquiry based pedagogy for instruction using the Design Cycle (Ask, Imagine, Plan, Create, Revise, Communicate) and 5E (Engage, Explore, Explain, Extend, Evaluate) lesson design templates that engage the students in learning and reinforce listening and speaking, reading, writing, and math skills. Partial funding for a library tech will allow student access to reading materials of their choice.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.3000	$7,483.80	$18,057.68	0113-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 04, LCFF 1, LCFF 2	Provide access to reading materials for all students
Supplies		$6,255.00	$6,255.00	0113-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Provide materials and supplies to support classroom teaching and learning such as pencils, charts and journals, etc.

How will you monitor these strategies/activities?

Grade level PLCs will implement the new ELA curriculum, science curriculum, and STEAM units with all students. In addition to district assessments, the ELA and science curricula have embedded formative and summative assessments for teachers to use and teachers have developed assessments to correspond with their STEAM units. Lesson and unit plans will serve as a record of implementation as well as classroom observations.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

In order to close the achievement gap, Franklin students not meeting or exceeding ELA, Math or ELD goals additional support will be given through the use of a .4 FTE teacher funded through Title 1 dedicated to upper grade literacy intervention. In addition we have begun an after school intervention program in literacy at every grade level funded by Price Philanthropies. Classroom teachers will also employ Tier 2 strategies such as small group and one to one instruction. Partial funding of a library tech will allow student access to reading materials of their choice.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Early Literacy Supp Tchr,	0.4000	$29,119.20	$35,372.55	0113-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Support students below grade level with reading and math intervention and English Language acquisition.

How will you monitor these strategies/activities?
The intervention teachers will keep records of the students they service and periodic assessments will track progress. Classroom teachers will also track progress through in class assessments both formally and informally.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Grade level PLC teams will continue to meet on monthly release days and minimum days to assess and refine their ELA, Mathematics, and STEAM units of study to meet the needs of their students. They will also be able to analyze student data during this time. Professional development during the 2018-19 school year will focus more on supporting our English learners and Special Education students and implementing ELA and math strategies to move all of our students to proficiency.

How will you monitor these strategies/activities?
As evidenced through lesson and unit plans developed by teachers as a result of their professional development.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Agency will be developed with our students through goal setting and counseling with their teachers and support staff so students will take an active part in their learning academically and be able to pursue personal career and college goals. The first step is to have students feel welcome in their classrooms emotionally and socially and be engaged academically every day. This will motivate students to attend school and participate actively in class. Lessons that provide access and engagement for all learners will also facilitate students meeting standards and being prepared to progress to the next grade level. A .4 FTE Counselor funded an extra day by Title I funds will support students emotionally, socially, and academically.

Proposed Expenditures	**FTE**	**Salary**	**Estimated Cost**	**Funding Source Budget Code**	**Funding Source**	**Area Goal(s)**	**Rationale**
School Counselor -	0.2000	$15,886.20	$19,297.76	0113-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	School counselor to provide social and emotional support to students to increase attendance that will help promote student achievement as well as counseling services and small group workshops.

How will you monitor these strategies/activities?
Observation of classroom environments and activities will provide evidence that students feel welcome and are all included as active participants in a classroom. The amount of student to student interaction in which all students are problem solving or using critical thinking is also another key indicator. Also, data from the Healthy Kids Survey will give us data as to the social, emotional, and academic well-being of our students.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Franklin Elementary STEAM Magnet School will have multiple opportunities for parents to participate in school events such as the STEAM night, Astronomy night, and student performances. In addition parents are encouraged to participate in informational meetings such as monthly Family Thursdays and parent classes. Parents can also get involved through committees such as SSC, SGT, ELAC, and PTA. Conferences are also held with teachers twice a year to discuss individual student progress. Supports for parents include providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing such information as reading strategies, SBAC assessment information, and the new STEAM curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$90.00	$90.00	0113-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent meetings/events such as writing implements, charts, etc.
Interprogram Svcs/Duplicating		$500.00	$500.00	0113-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Duplication of materials for parents/parent outreach.
Postage Expense		$200.00	$200.00	0113-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Parent outreach and communication.
In-service supplies		$400.00	$400.00	0113-30103-00-4304-2495-1110-01000-0000	Title I Parent Involvement	05	Light refreshments for parent involvement activities.
Tech Professional OTBS Hrly		$400.00	$513.64	0113-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	03, 05	Translation services for parent involvement activities in order to partner with all parents.

How will you monitor these strategies/activities?

We will keep a record through sign ins of attendance at all parent and community outreach events.

Local Control Funding Formula Goals and Budget (LCFF Budget)

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

We will continue to implement a new phonics and literacy based curriculum to address the learning gaps of all of our students and provide interventions when students are below grade level. In addition we will have a .4 intervention teacher working with students on literacy. Partial funding for our health technician will occur to provide students access to additional health related services.

Identified Need::

Only 38% of our students in grades 3-5 met or exceeded grade level ELA standards on the 2017 SBB assessment.

Target Group::

The target group are all students TK-5 since we want to close the achievement gap in all subgroups as well as start as early as possible to intervene with students and prevent learning gaps.

Monitoring::

Monitoring will be through DRA2, ELPAC, SBB, Interim, and classroom formative and summative assessments created by teachers.

Personnel Responsible::

Classroom teachers, Principal, Intervention teacher

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Money will be allocated to support students in literacy and math. Materials to support the teaching and learning in literacy in the area of phonics, writing and mathematics will be purchased. Partially funding a health technician will facilitate students having access to health services every day of the week.

Identified Need::

The identified need is that 62% of the students are below proficiency in literacy and 66% below proficiency in mathematics based on the 2017 SBB assessment.

Target Group::

The target group are all students below grade level proficiency in literacy and mathematics.

Monitoring::

Monitoring will consist of teacher and principal collaboration through PLCs regarding studying student work and common formative assessments to create action plans for literacy and math.

Personnel Responsible::

Teachers and principal.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Our professional learning goals are to:

* continue the collaborations across all grade levels to implement ELA and math curricula and Critical Concepts
* develop and implement for increasing literacy and math proficiency for all students.

Identified Need::

The identified need is that we have only 38% of our students who have met or exceeded grade standards in literacy and in only 34% who have met or exceeded grade level standards in math on our 2017 SBB data.

Target Group::

The target group is all certificated staff.

Monitoring::

Monitoring will consist of accountability of how teachers are implementing what they learn in professional development.

Personnel Responsible::

Principal

LCFF Intervention Supports

Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician -	0.2000	$6,823.60	$11,707.47	0113-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	04, 05, LCFF 1, LCFF 2	Support health needs of students
Prof&Curriclm Dev Vist Tchr		$18,000.00	$21,670.20	0113-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Professional Development and Professional Learning Community time for teachers
Non Clsrm Tchr Hrly		$5,000.00	$6,019.50	0113-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	01, 03, 04, LCFF 1, LCFF 2	Assessments in order to plan developmentally appropriate instruction.
Supplies		$9,869.00	$9,869.00	0113-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Supplies such as pencils, journals, charts, batteries, etc.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Data Reports

B. Title I Parent Involvement Policy

C. Home/School Compact

D. Title I/MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

> * Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Franklin
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	125	29.6	124	36.3	124	37.9	8.3	1.6	125	22.4	124	30.6	124	34.7	12.3	4.1
Female	66	24.2	64	28.1	68	36.8	12.6	8.7	66	10.6	64	18.8	68	32.4	21.8	13.6
Male	59	35.6	60	45.0	56	39.3	3.7	-5.7	59	35.6	60	43.3	56	37.5	1.9	-5.8
African American	11	45.5	13	53.8	13	38.5	-7.0	-15.3	11	27.3	13	46.2	13	46.2	18.9	0.0
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Hispanic	70	20.0	72	23.6	75	30.7	10.7	7.1	70	11.4	72	16.7	75	25.3	13.9	8.6
Indochinese	28	42.9	28	60.7	29	51.7	8.8	-9.0	28	39.3	28	57.1	29	48.3	9.0	-8.8
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	6	-	6	-	1	-	-	-	6	-	6	-	1	-	-	-
Multiracial	7	-	5	-	6	-	-	-	7	-	5	-	6	-	-	-
English Learner	52	9.6	47	19.1	34	14.7	5.1	-4.4	52	5.8	47	25.5	35	20.0	14.2	-5.5
English-Speaking	73	43.8	77	46.8	90	46.7	2.9	-0.1	73	34.2	77	33.8	89	40.4	6.2	6.6
Reclassified†	24	54.2	29	72.4	44	52.3	-1.9	-20.1	24	54.2	29	51.7	44	47.7	-6.5	-4.0
Initially Eng. Speaking	49	38.8	48	31.3	46	41.3	2.5	10.0	49	24.5	48	22.9	45	33.3	8.8	10.4
Econ. Disadv.*	125	29.6	118	35.6	112	37.5	7.9	1.9	125	22.4	118	31.4	112	35.7	13.3	4.3
Non-Econ. Disadv.	0	-	6	-	12	41.7	-	-	0	-	6	-	12	25.0	-	-
Gifted	33	51.5	26	65.4	22	59.1	7.6	-6.3	33	45.5	26	50.0	21	57.1	11.6	7.1
Not Gifted	92	21.7	98	28.6	102	33.3	11.6	4.7	92	14.1	98	25.5	103	30.1	16.0	4.6
With Disabilities	16	6.3	0	-	0	-	-	-	16	0.0	0	-	0	-	-	-
WO Disabilities	109	33.0	111	40.5	112	42.0	9.0	1.5	109	25.7	111	34.2	112	38.4	12.7	4.2
Homeless	15	13.3	9	-	8	-	-	-	15	6.7	9	-	8	-	-	-
Foster	1	-	1	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	8	-	6	-	4	-	-	-	8	-	6	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Franklin
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	39	35.9	47	40.4	37	54.1	18.2	13.7		39	33.3	47	51.1	37	59.5	26.2	8.4
Female	22	27.3	24	41.7	24	50.0	22.7	8.3		22	13.6	24	45.8	24	62.5	48.9	16.7
Male	17	47.1	23	39.1	13	61.5	14.4	22.4		17	58.8	23	56.5	13	53.8	-5.0	-2.7
African American	2	-	7	-	4	-	-	-		2	-	7	-	4	-	-	-
Asian	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Hispanic	22	22.7	24	29.2	22	50.0	27.3	20.8		22	18.2	24	37.5	22	59.1	40.9	21.6
Indochinese	8	-	12	58.3	8	-	-	-		8	-	12	75.0	8	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	2	-	3	-	1	-	-	-		2	-	3	-	1	-	-	-
Multiracial	4	-	1	-	2	-	-	-		4	-	1	-	2	-	-	-
English Learner	18	16.7	23	30.4	14	35.7	19.0	5.3		18	16.7	23	43.5	14	50.0	33.3	6.5
English-Speaking	21	52.4	24	50.0	23	65.2	12.8	15.2		21	47.6	24	58.3	23	65.2	17.6	6.9
Reclassified†	4	-	7	-	5	-	-	-		4	-	7	-	5	-	-	-
Initially Eng. Speaking	17	47.1	17	29.4	18	55.6	8.5	26.2		17	35.3	17	41.2	18	55.6	20.3	14.4
Econ. Disadv.*	39	35.9	47	40.4	33	54.5	18.6	14.1		39	33.3	47	51.1	33	60.6	27.3	9.5
Non-Econ. Disadv.	0	-	6	-	4	-	-	-		0	-	6	-	4	-	-	-
Gifted	9	-	7	-	4	-	-	-		9	-	7	-	4	-	-	-
Not Gifted	30	33.3	40	37.5	33	48.5	15.2	11.0		30	30.0	40	45.0	33	54.5	24.5	9.5
With Disabilities	5	-	0	-	0	-	-	-		5	-	0	-	0	-	-	-
WO Disabilities	34	41.2	43	44.2	34	58.8	17.6	14.6		34	38.2	43	55.8	34	64.7	26.5	8.9
Homeless	7	-	9	-	2	-	-	-		7	-	9	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	3	-	0	-	1	-	-	-		3	-	1	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Franklin
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	38	31.6	41	31.7	49	32.7	1.1	1.0		38	23.7	41	17.1	50	28.0	4.3	10.9
Female	17	29.4	21	19.0	24	37.5	8.1	18.5		17	11.8	21	0.0	24	29.2	17.4	29.2
Male	21	33.3	20	45.0	25	28.0	-5.3	-17.0		21	33.3	20	35.0	26	26.9	-6.4	-8.1
African American	4	-	3	-	7	-	-	-		4	-	3	-	7	-	-	-
Asian	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	23	30.4	26	23.1	27	25.9	-4.5	2.8		23	17.4	26	3.8	28	17.9	0.5	14.1
Indochinese	8	-	8	-	13	46.2	-	-		8	-	8	-	13	38.5	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	2	-	1	-	0	-	-	-		2	-	1	-	0	-	-	-
Multiracial	1	-	3	-	2	-	-	-		1	-	3	-	2	-	-	-
English Learner	15	6.7	16	12.5	12	0.0	-6.7	-12.5		15	0.0	16	12.5	13	0.0	0.0	-12.5
English-Speaking	23	47.8	25	44.0	37	43.2	-4.6	-0.8		23	39.1	25	20.0	37	37.8	-1.3	17.8
Reclassified†	7	-	8	-	21	47.6	-	-		7	-	8	-	21	47.6	-	-
Initially Eng. Speaking	16	37.5	17	29.4	16	37.5	0.0	8.1		16	25.0	17	11.8	16	25.0	0.0	13.2
Econ. Disadv.*	38	31.6	37	29.7	45	31.1	-0.5	1.4		38	23.7	37	16.2	46	28.3	4.6	12.1
Non-Econ. Disadv.	0	-	4	-	4	-	-	-		0	-	4	-	4	-	-	-
Gifted	10	70.0	9	-	7	-	-	-		10	70.0	9	-	7	-	-	-
Not Gifted	28	17.9	32	25.0	42	31.0	13.1	6.0		28	7.1	32	15.6	43	23.3	16.2	7.7
With Disabilities	6	-	0	-	0	-	-	-		6	-	0	-	0	-	-	-
WO Disabilities	32	37.5	35	37.1	45	35.6	-1.9	-1.5		32	28.1	35	20.0	46	30.4	2.3	10.4
Homeless	4	-	6	-	8	-	-	-		4	-	6	-	8	-	-	-
Foster	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	1	-	4	-	0	-	-	-		1	-	4	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Franklin
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	48	22.9	36	36.1	38	28.9	6.0	-7.2		48	12.5	36	19.4	37	18.9	6.4	-0.5
Female	27	18.5	19	21.1	20	20.0	1.5	-1.1		27	7.4	19	5.3	20	0.0	-7.4	-5.3
Male	21	28.6	17	52.9	18	38.9	10.3	-14.0		21	19.0	17	35.3	17	41.2	22.2	5.9
African American	5	-	3	-	2	-	-	-		5	-	3	-	2	-	-	-
Asian	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Hispanic	25	8.0	22	18.2	26	19.2	11.2	1.0		25	0.0	22	9.1	25	4.0	4.0	-5.1
Indochinese	12	33.3	8	-	8	-	-	-		12	25.0	8	-	8	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	2	-	2	-	0	-	-	-		2	-	2	-	0	-	-	-
Multiracial	2	-	1	-	2	-	-	-		2	-	1	-	2	-	-	-
English Learner	19	5.3	8	-	8	-	-	-		19	0.0	8	-	8	-	-	-
English-Speaking	29	34.5	28	46.4	30	36.7	2.2	-9.7		29	20.7	28	25.0	29	24.1	3.4	-0.9
Reclassified†	13	38.5	14	57.1	18	44.4	5.9	-12.7		13	30.8	14	35.7	18	33.3	2.5	-2.4
Initially Eng. Speaking	16	31.3	14	35.7	12	25.0	-6.3	-10.7		16	12.5	14	14.3	11	9.1	-3.4	-5.2
Econ. Disadv.*	48	22.9	34	35.3	34	29.4	6.5	-5.9		48	12.5	34	20.6	33	21.2	8.7	0.6
Non-Econ. Disadv.	0	-	2	-	4	-	-	-		0	-	6	-	12	25.0	-	-
Gifted	14	42.9	10	80.0	11	54.5	11.6	-25.5		14	28.6	10	50.0	10	40.0	11.4	-10.0
Not Gifted	34	14.7	26	19.2	27	18.5	3.8	-0.7		34	5.9	26	7.7	27	11.1	5.2	3.4
With Disabilities	5	-	0	-	0	-	-	-		5	-	0	-	0	-	-	-
WO Disabilities	43	23.3	33	39.4	33	33.3	10.0	-6.1		43	14.0	33	21.2	32	21.9	7.9	0.7
Homeless	4	-	9	-	5	-	-	-		4	-	9	-	8	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	4	-	1	-	1	-	-	-		4	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

Franklin STEAM Magnet School
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

FRANKLIN has developed a written Title I parental involvement policy with input from Title I parents. Parent input was provided by the various parent groups including School Site Council (SSC) and informal parent meetings through the parent university classes which has distributed the policy to parents of Title 1 students.

The policy was distributed to parents at the September, 2018 Back to School Night.

The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:
To involve parents in the Title I program at FRANKLIN, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The annual meeting is held in September where the Title I requirements are presented and discussed. At this time, parents are offered additional meetings if they wish to attend for further clarification.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings for parents are offered both in the morning and evening to support parents with the best time for them to attend.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The school provides parents of Title I students with timely information about Title I programs. Parents are informed at monthly meetings, information on the school website, school messenger and informational flyers as needed.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. We share this information with parents on an ongoing basis via parent/teacher conferences, weekly progress reports, teacher web pages, Family Thursdays, once per month with the principal and teachers, and via an open door policy for parents.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. At all times, parents may request meetings with teachers, principal, and other support staff that allow the parents to participate in decisions relating to the education of their children.

The policy must be updated periodically to meet the changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Tite1 children [20 USC 6318 Section 1118(c) (3)].

Home School-Parent Compact:

Franklin Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.
- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The policy and its distribution is developed through conversations with parents at parent meetings, and at the SSC and SGT meetings which include all stakeholder groups.

Building Capacity for Involvement:

Franklin Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***Parents are provided information through parent meetings such as our Family Thursdays, school website, parent/teacher conferences, and through consistent communication with their student(s) teacher(s).***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***We partner with the FACE department to offer parent classes to improve their child's achievement.***
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
We encourage all parents, including our majority Title 1 parents to participate at the school as well as their provide input on site committees.
- The school coordinates and integrates the Title I parental involvement program with other programs, **especially those that are related to our STEAM focus**, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
Currently most information and school reports are provided in English and Spanish. We are also working on having information and reports translated in Vietnamese. We also provide information on PeachJar and through School Messenger in dual language.
- The school provides support for parental involvement activities requested by Title I parents. ***As requested we have provided opportunities for participation in after school clubs and tutoring.***

Accessibility

Franklin Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. ***All families regardless of language, disability, or circumstance are welcome at Franklin and are encouraged to participate. Currently most information and school reports are provided in English and Spanish. We are also working on having information and reports translated in Vietnamese.***

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO UNIFIED SCHOOL DISTRICT

Franklin STEAM Magnet Elementary

HOME/SCHOOL COMPACT

2018-2019

Franklin STEAM Magnet Elementary *and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.*

This Home/School Compact is in effect during school year **2018-2019.**

Franklin STEAM Magnet Elementary will:

1. **Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
   The students at Franklin are instructed through all-inclusive literacy and mathematics frameworks and approaches which are based on state Common Core Standards (CCSS). In addition, as a STEAM Magnet School students are also instructed in science using the Next Generation Science Standards. Teachers participate in on-going site-based professional development in the areas of Literacy, Mathematics, Science, Engineering, English Language Development, and Technology. Individual student progress is monitored monthly and biannually. Teachers meet with school administration to identify students at-risk of not meeting grade level standards and discuss individual student progress and needs. Students at-risk of not meeting grade level standards develop a contract between parent, child, and teacher during November parent conferences. All students placed in classes according to language, reading and math proficiency levels, and they are instructed using specially designed ELD strategies. Push in and pull out teachers are on staff to assist our special needs students and to implement lessons designed to accelerate ELD in our students. Franklin holds parent/teacher conferences biannually during which this compact is discussed as it relates to the individual child's achievement. Parents can contact the classroom teacher to schedule a time to meet throughout the school year.

2. **Provide parents with frequent reports on their child's progress.**
   Classroom teachers routinely update parents on their students' progress throughout the year. Within the first ten weeks of school parents are notified if their students' are at-risk of not meeting grade level standards. During parent conferences a learning contract, including a system for informing parents of student progress, is written and signed by the student, parent and teacher. Two parent conference windows are offered during the school year where parents can meet with teachers to discuss student progress.

3. **Provide parents reasonable access to staff.**
   Staff is available by appointment. We have parent conferences twice during the school Year and parents have access to the staff's email.

4. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**
   We provide many opportunities for parent involvement. All parents are encouraged to visit and volunteer in their students' classroom. Throughout the year parents are invited to attend various student programs including: Back to School Night, Monthly Student Recognition Assemblies, Family Thursday, STEAM Open House/Art Exhibition winter and spring student performance programs, classroom presentations and performances. Parents may participate through the PTA, School Site Council (SSC) and Site Governance Team (SGT), ELAC and other committees.

Parents commit to the following:

We, as parents, will support our child's learning by:
- *Monitoring attendance.*
- *Making sure that homework is completed by providing the necessary parental support, a quiet place and a designated time to do homework.*
- *Monitoring the amount of television my child watches.*
- *Volunteering in my child's classroom and/or school.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or school district either received by my child or by mail and responding as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the SSC, SGT, and the District Advisory Council (DAC) for Compensatory Education.*
- *Refer to the parent handbook.*

Students commit to the following:

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:
- Doing my homework every day and asking for help when I need it.
- Reading at least 20-30 minutes every day outside of school time to include reading in your home language.
- Giving to my parents (or the adult who is responsible for my welfare) all notices and information received by me, from my school, every day.
- Make every effort to speak English.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Franklin Elementary	**09800**	1192	**Prof&Curriclm Dev Vist Tchr**			$ 18,000.00
		1957	**Non Clsrm Tchr Hrly**			$ 5,000.00
		2236	**Health Prsnl PARAS**	Health Technician	0.2000	$ 6,823.60
		3000	**Employee Benefits**			$ 9,573.57
		4301	**Supplies**			$ 9,869.00
	09800 Total				**0.2000**	**$ 49,266.17**
	30100	1109	**Pull/Out Push In**	Early Literacy Supp Tchr, Res	0.4000	$ 29,119.20
		1210	**Counselor**	School Counselor	0.2000	$ 15,886.20
		2231	**Other Support Prsnl PARAS**	Library Asst	0.3000	$ 7,483.80
		3000	**Employee Benefits**			$ 20,238.79
		4301	**Supplies**			$ 6,255.00
	30100 Total				**0.9000**	**$ 78,982.99**
	30103	2455	**Tech Professional OTBS Hrly**			$ 400.00
		3000	**Employee Benefits**			$ 113.64
		4301	**Supplies**			$ 90.00
		4304	**Inservice supplies**			$ 400.00
		5721	**Interprogram Svcs/Duplicating**			$ 500.00
		5920	**Postage Expense**			$ 200.00
	30103 Total					**$ 1,703.64**

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Franklin Elementary

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Teachers have pacing guides and daily schedules with blocks of time allotted from core content subjects. Reading is assessed on an ongoing basis to determine progress, Interventions are in place to support students reading below grade level. Title 1 Funds will be used to support Tier 2 reading intervention with a .4 Early Literacy Teacher and to support access to our school library (increase FTE to ,5).
CLOSING THE ACHIEVEMENT GAP	Supports are in place to support closing the achievement gap. Goals are set for all students and progress is monitored. Tier 1 intervention (small group guided reading) and differentiated instruction support students below grade level. Designated and Integrated ELD practices are part of daily instruction. IEPs support special education students. Teachers are prioritizing standards and focusing on teaching critical concepts.
PROFESSIONAL DEVELOPMENT	Professional development is aligned to address students' social, emotional, and academic needs and data is used to determine area of focus. Math has been and will continue to be a focus. Teachers are given PLC time to analyze data and student work especially focus students who are performing below grade level and then plan interventions. This time also allows teachers to plan how to implement information learned at Professional Development.
GRADUATION/PROMOTION	Teachers continually monitor student progress, determine interventions needed, and design lessons and assessments to determine progress towards grade level standards and promotion. Interventions to get students to meet grade level standards include work with our .4 intervention teacher, after school intervention, small group instruction, and one to one tutoring using community volunteers (we have 56 of them).
PARENT ENGAGEMENT	We encourage parent involvement through our committees (ELAC, SGT, and SSC), parent conferencing, monthly Family Thursdays, and special events throughout the year. We also have an active PTA and Foundation that also involves parents. We use Spanish and Vietnamese translators to assist us at all parent meetings, conferencing and IEPs. We also offer parent classes.