THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT FRANKLIN ELEMENTARY SCHOOL

2014-16

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: Tavasci, Magdalena
Contact Person: Tavasci, Magdalena
Position: Principal
Telephone Number:
Address: 4481 Copeland Ave, Franklin Elementary, San Diego, CA, 92116-4802,
E-mail Address: mtavasci@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I
☒ Schools Home/School Compact

Board Approval: June 23, 2015

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Franklin STEAM Magnet School

SITE CONTACT PERSON: Magdalena Tavasci

DUE March 13, 2015

PHONE: 619-344-3000   **FAX:** 619-344-3040   **E-MAIL ADDRESS:** mtavasci@sandi.net

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

☐ Quality Education Investment Act (QEIA)   ☒ Title 1 Schoolwide Programs (SWP)   ☒ Program Improvement (PI)

☐ Y1 ☐ Y2 ☒ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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 PRESENTATION TO SSC:

   ☐ English Learner Advisory Committee (ELAC)   Date of presentation:_____

   ☐ 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: _____

   ☐ Other (list): SSC meetings 02/19, 02/26/15, 3/9/15, Staff Meetings 1/12/15, 2/9/15, 2/25/15, 3/4/15 parent University Classes 02/18, 02/25/15, Parent meetings 02/24/15, 02/27/15, 03/2/15, 03/03/15, ILT 03/2/15
   Date of presentation: January –March 2015

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: February 26, March 4 and March 9 2015

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.

Magdalena Tavasci
   Type/Print Name of School Principal   Signature of School Principal   3-9-2015
                                                                          Date

Frank Engle
   Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   3/10/15
                                                                          Date

aviola Bagula
   Type/Print Name of Area Superintendent   Signature of Area Superintendent   3/10/15
                                                                          Date

Submit Document With Original Signatures To:

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    D. 2014-15 SPSA Addendum

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Vision: Knowing 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), it is my *vision* for our students to become highly proficient in STEAM education. I believe strongly that STEAM education has a promise in leading us away from each subject only having a singular focus. Moreover, I believe that the possibilities of authentic globally connected STEAM projects will flatten the curriculum walls, engage students through curiosity, and ignite their natural desire to solve challenging and worthwhile problems. I therefore, envision that through STEAM education for our students we will transform our narrow curriculum to a broader, deeper and more relevant curriculum that will enable students to:

Go deep into the STEAM content.

Understand how STEAM is interconnected and cross disciplinary.

Engage in relevant research and critical thinking.

They will engage in team collaboration to work on relevant problem and project-based learning. STEAM demands that we teach lessons and pursue projects that connect all the subjects represented in its acronym. Students will work in small groups to learn as they note differences in design and efficiency between their creation and those of other groups in the room. And we can up the "connected learning" factor by having them partner with peers beyond the room — students anywhere in the world who are working on the same or a similar activity.

Engage in STEAM experiences involving the "E" – Engineering allowing students to build something or improve a design. Solving a problem through building and improving involves trials and testing things out. In other words, collecting data, the "M" or math component of STEAM. By analyzing performance data, students can make adjustments to their design — quantifying what is really best or most efficient.

Engage students in writing across the curriculum.

Students will engage in the challenge of STEAM collaboration taking on new dimensions ... staying in communication across time zones, being responsible for getting your part done, being able to share your learning in a way that is understandable to students in different contexts and cultures. Connected teams will learn to use blogs, wikis, email, Google groups, Dropboxes. Live meeting spaces and Weigh the advantages and disadvantages of various combinations of virtual partnering in all or part

of the learning..

Reality:

Through our current STEAM work with our students, staff and community, all stakeholders are developing a deeper understand that our nation's success depends on strengthening America's role as the world's engine of creativity, discovery and innovation especially in science, technology, engineering, art and math (STEAM). We are working daily as a team toward our *vision* for our students to become highly proficient in STEAM education.

Through the current work of developing STEAM units, we are moving together as a staff toward the possibilities of creating authentic, globally connected STEAM projects will flatten the curriculum walls, engage students through curiosity, and ignite their natural desire to solve challenging and worthwhile problems.

As a team, we are collaborating and building on our vision that through STEAM education for our students we will transform our narrow curriculum to a broader, deeper and more relevant curriculum that will enable students to:

Go deep into the STEAM content.

Understand how STEAM is interconnected and cross disciplinary.

Engage in relevant research and critical thinking.

They will engage in team collaboration to work on relevant problem and project-based learning. STEAM demands that we teach lessons and pursue projects that connect all the subjects represented in its acronym. Students will work in small groups to learn as they note differences in design and efficiency between their creation and those of other groups in the room. And we can up the "connected learning" factor by having them partner with peers beyond the room ─ students anywhere in the world who are working on the same or a similar activity.

Engage in STEAM experiences involving the "E" ─ Engineering allowing students to build something or improve a design. Solving a problem through building and improving involves trials and testing things out. In other words, collecting data, the "M" or math component of STEAM. By analyzing performance data, students can make adjustments to their design ─ quantifying what is really best or most efficient.

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Students will engage in the challenge of STEAM collaboration taking on new dimensions ... staying in communication across time zones, being responsible for getting your part done, being able to share your learning in a way that is understandable to students in different contexts and cultures. Connected teams will learn to use blogs, wikis, email, Google groups, Dropboxes. Live meeting spaces and Weigh the advantages and disadvantages of various combinations of virtual partnering in all or part of the learning.

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

Grades K-3:   1:22

Grades K-3 with CSR: 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

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 learning 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others? 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 API and AYP 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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Magdalena Tavasci	Principal
Markel Doreen	Teacher
Lisa Castellano	Teacher
Michele Williams	Teacher
Kathy Kuhl	Other
Frank Engle	Community Member
Alexis Benson-Brave	Parent
Helly Hernandez	Parent
Gabriela Varga	Parent
Rafael Frausto	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/12/2016, 55 % of Franklin Elementary Students, Grades 2-5 will achieve a meet common core grade level standards in English/Language Arts

Closing the Gap SMART Goal:
* By 06/12/2016, 50 % of Franklin Elementary Hispanic or Latino, Students, Grades 2-5 will meet common core grade level standards in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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).

Area 2: Mathematics

Mathematics SMART Goal:
* By 06/12/2016, 72 % of Franklin Elementary Students, Grades 2-5 will meet common core grade level standards in Mathematics

Closing the Gap SMART Goal:
* By 06/11/2016, 67 % of Franklin Elementary English Learner, Students, Grades 2-5 will meet common core grade level standards in Mathematics
* By 06/11/2016, 61.5 % of Franklin Elementary Hispanic or Latino, Students, Grades 2-5 will meet common core grade level standards in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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).

Area 3: English Learner

English Learner SMART Goal:
* By 06/11/2016, 59 % of Franklin Elementary English Learner, Students will achieve a meet common core grade level standards in English/Language Arts

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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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).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/12/2016, 55 % of Franklin Elementary Grade 03, Students will achieve a meet common core grade level standards in English/Language Arts
* By 06/12/2016, 55 % of Franklin Elementary Grade 05, Students will meet common core grade level standards in English/Language Arts

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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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).

Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 06/12/2016, 85 % of Franklin Elementary Parents/Guardians, Grades K-5 will attend at least 3 academic functions tracked through Attendance

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. We have offered both academic experiences on campus as well as internet based academic supports to Franklin students. We have noted (through reading records) an increase in reading comprehension levels and increased fluency associated with the additional internet supports offered in the 2010-11 school year.

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 district units of study in English Language Arts 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 Inquiry assessments, Benchmarks, 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 ELDPI 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 the Express Assessment from the SELD curriculum.

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

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

Counselor, nurse, guidance assistant, 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

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 reteach concepts.

Teachers or support staff (Power Team) 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

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 and Power Team (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. |

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.4000	$11,278.00	0113-30100-00-2404-3110-1110-01000-0000	Title I Basic Program	[no data]	We have a high percentage of students who need in school counseling support. We believe through educating and support the whole child our students will be more successfully academically, socially and emotionally.
Position Early Literacy Supp Tchr,	0.4000	$31,669.20	0113-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Since we have less than half of our student population who are at grade level proficiency in literacy, we believe it is essential to have additional literacy support for students who would benefit from this extra support.
Supplies	-	$13,164.00	0113-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies such as pencils, pens, writing journals, graph paper, ink/toner, and power supplies to support access to core instruction above what is supplied by the district.
Prof&Curriclm Dev Vist Tchr	-	$6,100.00	0113-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers to cover classrooms while classroom teachers plan & collaborate on instruction.
Tech Professional OTBS Hrly	-	$250.00	0113-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Hourly pay for office staff to provide translation/interpretation services.
Inservice supplies	-	$400.00	0113-30103-00-4304-2495-1110-01000-0000	Title I Parent Involvement	05	Instructional supplies such as toner, pens, and chart paper.
Postage Expense	-	$250.00	0113-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage will be used primarily for parent communication.
Supplies	-	$359.00	0113-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Instructional supplies such as toner, pens, and chart paper for parent involvement activities.

Local Control Funding Formula Goals

Goal 2: Classroom Supports
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.
Identified Need:
The identified need is that 55% of the students are below proficiency in literacy and 47% below proficiency in mathematics.
Target Group:
The target group are all students below grade level proficiency in literacy.
Monitoring:
Monitoring will consist of weekly teacher and principal collaboration regarding studying student work and common formative assessments to create action plans for literacy and math. action plan
Personnel Responsible:
Teachers and principal.
Goal 3: Professional Development
Professional Development Goal:
Our professional learning goals are to:
* continue the biweekly collaborations across all grade levels to continue writing STEAM units of Inquiry
*develop goals for increasing literacy and math proficiency for all students.
Identified Need:
The identified need is that we have less than 50% of our students who are below proficiency in literacy and 47% of our students who are below proficiency in math.
Target Group:
The target group is all certificated staff.
Monitoring:
Monitoring will consist of accountably of how teachers are implementing what they learn in professional development.
Personnel Responsible:
Principal

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	$5,290.00	0113-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	$5,290.00 will be used to pay for visiting teachers so that all classroom teachers will have additional professional development days to for math and literacy.
Supplies	-	$28,238.34	0113-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	$29,238.34 will be used to purchase support materials for early literacy. We will purchase a phonics program and a writing program and additional math manipulatives to support our students with a strong first start in literacy and math. Students in the upper grades will also receive the support as needed.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2014-15 SPSA Addendum

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

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 SSC and informal parent meetings through the parent university classes.

It has distributed the policy to parents of Title I students.
The policy was distributed to parents at the September, 2014 Back to School Night Event.

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 a**t 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, monthly newsletter, weekly 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 webpages, Family Thursdays, once per month with 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 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 Title I children.* [20 *USC* 6318 Section 1118(c) (3)]

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

SAN DIEGO UNIFIED SCHOOL DISTRIC
Franklin STEAM Magnet Elementary
HOME/SCHOOL COMPACT
2014-2015

Franklin STEAM Magnet Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), 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 the 2014-15 school year

(REQUIRED HOME-SCHOOL COMPACT PROVISIONS)

School Responsibilities

Franklin Elementary School 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, science and mathematics CCSS frameworks and approaches which are based on CCSS. Teachers participate in on-going site-based professional development in the areas of Literacy, Mathematics, Science, VAPA and technology. Individual student progress is monitored monthly; biannually, teachers meet with school administration to identify students at-risk of not meeting grade level standards and discuss individual student progress and need. 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 teachers are on staff to assist our special needs students and to implement lessons designed to accelerate ELD in our students
   Hold parent-teacher conferences (at least annually in elementary schools) during which this compact is discussed as it relates to the individual child's achievement.
   BVT holds parent-teacher conferences biannually. The first parent conference window is in November. Our second parent-teacher conference window is March, 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 student's 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 student, parent and teacher. Two parent conference windows are offered during the

school year where parents can meet with teachers to discuss student progress. Report Cards are sent home for K students twice a year, for grades 1-5   three times per year

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

5. **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' classrooms. Throughout the year, parents are invited to attend various student programs including Back to School Night, Quarterly Student Recognition Assemblies, PTA Family Thursdays and Nights, and our Open House/Art Exhibition, winter and spring student performance programs, classroom presentations and performances. Parents can participate through the PTA, SSC, SGT, 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 School Site Council, School Governance Team, and the District Advisory council for Compensatory Education.*
- *Learning about immersion education*
- *Refer to 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.
- Do my homework every day and ask for help when I need it.
- Read at least 20-30 minutes every day outside of school time to include Spanish reading.
- Give to my parents (or the adult who is responsible for my welfare) all notices and information received by me from my school every day.
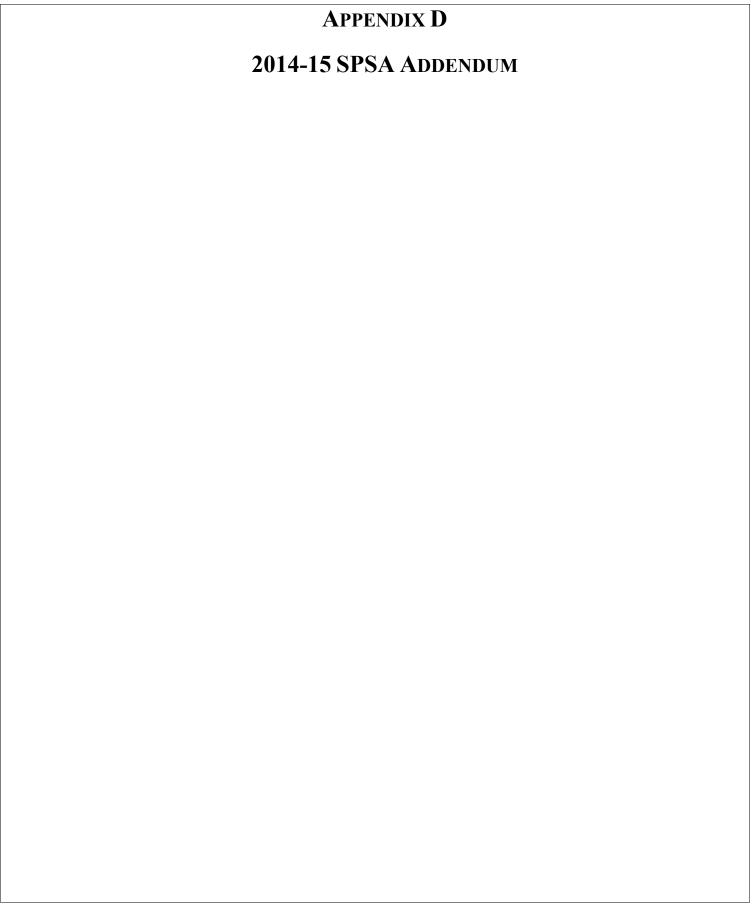- Make every effort to speak English.

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
Site: 0113 Franklin Elementary
As of Date 04-03-2015
Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		$70,708.00		$1,317.00
		$70,707.78		$1,317.26
		$0.22		-$0.26
Certificated Salaries / Monthly	**0.4000**	**$31,669.20**	**0.0000**	**$0.00**
2042 Early Literacy Supp Tchr, Res	0.4000	$31,669.20	0.0000	$0.00
Classified Salaries / Monthly	**0.4000**	**$11,278.00**	**0.0000**	**$0.00**
6425 Guidance Asst	0.4000	$11,278.00	0.0000	$0.00
Certificated Salaries		**$6,100.00**		**$0.00**
1192 Prof&Curriclm Dev Vist Tchr		$6,100.00		$0.00
Employee Benefits		**$8,496.58**		**$58.26**
Books and Supplies		**$13,164.00**		**$759.00**
4301 Supplies		$13,164.00		$359.00
4304 Inservice supplies		$0.00		$400.00
Services and Other Operating		**$0.00**		**$250.00**
5920 Postage Expense		$0.00		$250.00

APPENDIX D

2014-15 SPSA ADDENDUM

San Diego Unified
SCHOOL DISTRICT

APPENDIX D

School Name: Franklin Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	$70,707.80
Enter Total Allocation: Resource 30106	$0.00
Sum or Resources 30100 & 30106	$70,707.80
10% allocation needed for PD	$7,070.78

Please check one: ☐ Watch List ☐ Year 1 ☑ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5 ☐ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106	1192	Visiting teachers to cover classrooms while classroom teachers plan & collaborate on instruction.	$6,100.00
☐ 30100 ☐ 30106		This service plus benefits meets the 10% PD Requiremetn for Title I.	$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$6,100.00
		10 % allocation has been met	**YES**

Franklin Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By June 2015 55% of Franklin Elementary students in grades 2-5 will meet CCSS grade level standards in English Language Arts.
Mathematics	By June 2015 72% of Franklin Elementary students in grades 2-5 will meet CCSS grade level standards in English Language Arts.
English Language Development	By June 2015 59% of Franklin ElementaryEnglish Learner students in grades 2-5 will meet CCSS grade level standards in English Language Arts.
Graduation/Promotion Rate	By June 2015 55% of Franklin Elementary students in grades 3 and 5 will meet CCSS grade level standards in English Language Arts.
Parent Involvement and Community Engagement	By June 2015 85% of parents/guardias of Franklin Elementary studnets will attend at least 5 academic functions tracked trough sign in sheets.

Academic Program Description:	**The budget listed below is supplemental to the base program. Please see the base program model in the following pages.**

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic FTE	30100 Title I Basic TOTAL 59,475.00	30103 Title I FTE	30103 Title I TOTAL 952.00	Rationale
2040 Inschool Resource Tchr	0.45	36,121.95	-	-	In school resource teacher to work daily to support small group literacy Tier II instruction and to work with parents of the students who receive Tier II instructional support.
1192 Prof&Curriclm Dev Vist Tchr		5,947.00		-	Professional Developent for teachers to receive addition PD for ELA and Math instrutional best practices.
Employee Benefits		**12,259.90**		**-**	
4203 Reference Books		5,146.15		-	Reference books: This money was set aside to pay for the ELST at the higher level salary
4301 Supplies		-		302.00	Supply money for student supplies.
4304 Inservice supplies		-		400.00	Supply money for inservice supplies.
5920 Postage Expense		-		250.00	Postage expenses for parent communication.

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Grades K-3:   1:25.5
Grades K-3 with CSR: 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