Franklin Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2019-20

CDS Code	01 61119 6090039
Principal Name	Lynnette Chirrick
Telephone Number	510-748-4004
Address	1433 San Antonio Ave. Alameda, Ca 94501
E-mail	lchirrick@alamedaunified.org
Fax	N/A
Website Link	http://franklin.alamedausd.ca.schoolloop.com/
SARC Link	http://sarconline.org/Sarc/About/01611196090039
Date of Last Revision	4/29/2019
Date of BOE Approval	TBA

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 school principal.

Table of Contents

School Profile	3
Districtwide Goals	5
Planned Improvements in Student Performance: LCAP Goal 1 - Eliminate barriers to student success and maximize learning time	7
School Site Analysis and Prioritized Actions (LCAP Goal 1)	8
Site Goals, Actions, and Metrics (LCAP Goal 1)	10
Planned Improvements in Student Performance: LCAP Goal 2 - Support students in becoming college and work ready	13
School Site Analysis and Prioritized Actions (LCAP Goal 2)	15
Site Goals, Actions, and Metrics (LCAP Goal 2)	27
Planned Improvements in Student Performance: LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success	30
School Site Analysis and Prioritized Actions (LCAP Goal 3)	31
Site Goals, Actions, and Metrics (LCAP Goal 3)	32
Planned Improvements in Student Performance: LCAP Goal 4 - Ensure that all students have access to basic services	
School Site Analysis and Prioritized Actions (LCAP Goal 4)	
Site Goals, Actions, and Metrics (LCAP Goal 4)	
Summary of Expenditures to Achieve Site-Specific Goals	35
Categorical Funding Summary	37
School Site Council (SSC) Membership	38
Site Validation Questions	39
RECOMMENDATIONS AND ASSURANCES	40
APPENDIX A: Special Education Addendum	41
APPENDIX B: Title 1 Schoolwide Program Plan	42
APPENDIX C: Innovative Program Review of Progress - Guiding Questions	43

School Profile

School Mission and Vision

Mission:

Franklin School is a partnership of school, home, and community committed to providing effective instruction and quality programs which recognize individual differences, develop respect for self and others, and celebrate the accomplishments of all students. We are dedicated to maintaining high academic and behavior standards. We strive to have students discover and achieve their personal best. We nurture students' awareness of their responsibility in the global community. We create a safe learning environment where students are free to exchange ideas in their quest for academic and social understanding.

Vision:

Franklin guides students to meet their full potential, prepares them to be participating citizens and committed leaders, and inspires them to become life-long learners.

Executive Summary

- *Your 'story' – briefly describe your students, your community, and how the school serves these groups.*

Franklin is a small neighborhood school serving approximately 350 students grades K-5. The school sits in the center of Alameda City, a community nestled between two major urban centers, Oakland and San Francisco. Although our school sits in the middle of the Alameda Gold Coast, the school zone spans a cross section of the city from the canals near the beach to Littlejohn Park near the estuary. This weaves together a provocative fabric covering a diverse group of community members. The school serves a population composed of 46.7% Caucasian and 53.3% non-Caucasian. Additionally, we have 22% of students who are socio economically disadvantaged, 14.3% English Learners, and 9.2% of students with disabilities. The school draws strength from this rich mosaic of experiences and circumstances. Franklin's inclusive, welcoming environment engenders generous community support where members are dedicated to providing labor, talent, and money. This dedication has a single agreed upon goal; to support a high level of academic achievement and the steady robust social development of every child. The collaboration of the school and the community is the keystone, the essence of Franklin School. The elementary school closest to us, Lum School, closed two years ago. The students were reassigned to a new school and Franklin's demographics are expected to remain fluid as new school boundaries have been drawn. Our demographics have already shifted and are expected to continue to be impacted. Our School Site Council will continue to monitor enrollment and achievement data to identify future trends and needs.

- *Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success?*

Franklin schools' California Department of Education highlights a great decrease in chronic absenteeism. Franklin's chronic absenteeism rate of 3.4%, in comparison with the state rate of 9%, is something Franklin is proud of.

Franklin is fully immersed in an exciting cutting edge Blended Learning Innovative program supported by the District and the parent community. Blended Learning is an integration of the traditional brick and mortar instruction and digital instructional resources and supports. Franklin defines it as "the connection of teacher selected content presented both online and in person, in school and at home to increase creative and critical

interaction with content between teachers and students." We are completing our second year of professional development and classroom implementation. Going into the 2019-2020 school year, 93% of Franklin teachers have fully participated in training and the implementation of multiple blended lessons. In the 2018-2019 school year, we lost funding to support time with a Blended Learning coach, so we will use hourly certificated time to compensate teachers for ongoing professional development. We will continue to focus on additional professional development to support teachers building and practicing new strategies and researching new ideas. Additionally, we will continue to focus on increasing students' digital understanding and skills while maintaining a balance with the traditional instruction. We will start 2019-2020 with a one-to-one ratio of Chromebooks to pupils in grades K-5 and all classrooms will have interactive projectors. We will continue to develop additional databases and digital content, and to provide additional kindergarten computers and equipment needs as determined by the teacher team. As we increase our knowledge and resources, it is our goal and commitment to share any and all trainings and findings with interested sister schools in the community.

- *Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?*

We have an ongoing need for math intervention. We continue to search for alternative computer resources and practice sites to provide variety and different approaches to math concepts. We are planning an after school math intervention based on concept development rather than grade level content.

Sustained challenging behavior issues for specific children have been difficult to correct because of limited district resources. In concurrence with the Positive Behavior and Intervention Supports (PBIS) program, we plan to use supplemental funds to support small intervention behavior groups addressing social skills, sportsmanship, and self-monitoring and management techniques.

Differentiated instruction for the top students needing additional challenging work and for the struggling students needing more instruction and practice is a continuous issue. We are using the LCFF funds to hire a paraprofessional to help with the struggling students, and we are purchasing additional digital databases to support both struggling students and students needing additional advanced and engaging materials and projects.

- *Performance Gaps: Where are specific student groups performing significantly below the 'all student' levels? What steps is the school planning to take to address these gaps?*

In chronic absenteeism, the only subpopulation underperforming the school as a whole was the English Learner population. With 5.6% of our English Learners chronically absent, or three students, we will work directly with these families through outreach to help determine how to best inform them, assist them, and if need be hold them accountable for having their children in school on time each day.
In ELA, Franklin currently has no subgroups in the red, orange, or yellow categories. That said, Franklin's demographics have changed significantly in the past two years, so there are some subpopulations for whom data is available but there is no indicator given on the CDE dashboard for performance. By looking at this data, we can see that we have three subpopulations who are below standard: English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. According to site data in Schoolzilla, there is a very slight gap in gender performance, with males outperforming females by 3.7%. There is also a gap in three ethnic groups. All three of these are above standard. The specific information for each of these groups is intentionally not included for confidentiality reasons as the amount of students in one of these groups is small enough that confidentiality is an issue.

In Math, Franklin currently has no subgroups in the red, orange, or yellow categories. All subpopulations are in the "above standard" category. That said, in Schoolzilla, we can see that our multiracial students have a very slight gap, with a larger performance gap for our Hispanic students, our English Learners, and our Special Education students. In Math, there is a larger performance gap between males and females, with males outperforming females by 10.3%.

Districtwide Goals

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

Goal 1: Student Engagement: eliminate barriers to student success and maximize learning time.
Goal 2A: Support all students in becoming college and work ready.
Goal 2B: Support all English Learners in becoming college and work ready.
Goal 3: Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
Goal 4: Basic Services: Ensure that ALL students have access to the required basic services.

District Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

Planned Improvements in Student Performance: LCAP Goal 1 - Eliminate barriers to student success and maximize learning time

Identified Districtwide Goal 1 Needs

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate

District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		8.7%	5.4%	9.1%	3.4%	8%	5.2%	6%	3.4%
Suspension Rate % of students suspended anytime during the year		2.7%	0.5%	2.8%	0.8%	2.2%	0.8%	2%	.8%
Graduation % of four-year cohort completing graduation requirements		89.2%		93.2%		93.5%		95%	
CHKS: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%	86%	86%	90%	88%	90%	91%	91%
	7th	71%		62%		75%		80%	
	9th	65%		60%		72%		79%	
	11th	65%		63%		72%		79%	

School Site Analysis and Prioritized Actions (LCAP Goal 1)

Description of CURRENT school actions/services in support of LCAP Goal 1:

Franklin School regularly reviews attendance and discipline data to identify areas of need in regards to attendance, discipline, and climate. Individual students are supported through the COST(Coordination of Services Team) process, with students being referred to Tier Two supports such as our Social Skills and Emotional Regulation support groups. This year, Franklin and other AUSD schools are also offering a GEMS group for girls to support the building of healthy friendships.

Schoolwide, we communicate the importance of attendance and our attendance policies to all families. We also work individually with families when attendance becomes an issue. We also offer incentives, such as pins for students who have perfect attendance at the end of the year.

We have many student activities and functions that help our students to feel more a part of our Franklin community. From opportunities to serve on Student Council, to Campus Beautification, to Conflict Managers, Reading Buddies, Kindergarten helpers, and Techsperts, our school has many structures in place to help promote feelings of belonging and a "buy in" to the community.

Data Analysis:

Franklin's absenteeism rate is one of the lowest in the District. Our highest percentages of chronic absenteeism are in the socioeconomically disadvantaged subpopulation, students with disabilities, and white students. That said, because of the number of students who are chronically absent being so low, this is reflective of a small amount of students that can be addressed more individually. In order to accomplish this, we will start the year with a list of students who were chronically absent the year before and communicate proactively with their parents. Attendance data will be reviewed quarterly in COST to determine if there are students and families in need of additional support.

Franklin school is very proud of our commitment to work on implementation of best practices in supporting students with positive behavioral changes. Franklin school's suspension rate is in the "yellow" category on the state dashboard. With .8 students suspended at least once, the reason for the yellow categorization is because our suspension frequency rate increased slightly, by .3%. As this represents only three students, to protect student confidentiality, further information on these suspensions cannot be included. That said, we do everything we can to limit exclusionary discipline. We have limited our suspension to a very few students, wherein that exclusionary discipline may be mandated by law.

Franklin school is also proud of our California Healthy Kids Survey data. We have an improvement in the percentage of students feeling safe at school of 4% from the prior year. That said, with 10% of students not falling into this category, we clearly still have work to do in this area.

Needs Analysis:

Discussion occurred in our School Site Council meeting surrounding our rewards for perfect attendance, as it is believed that most of our absences are for students who are legitimately ill. It is also believed that some of these are families leaving for vacation early, as our attendance immediately prior to breaks trends down. Team members felt that to move toward greater attendance, we needed to look at alternate incentive structures. Annual perfect attendance rewards may result in students "giving up" once they were ill for a day. We discussed the possibilities of perfect attendance awards versus "no tardy" awards, changing perfect attendance to tiered incentives: 100%, or 95% and above, and improved attendance awards. We also discussed the possibility of in class reward incentives for whole class 100% attendance days. For instance, when each child in the class is present for a day, they earn a letter in the words "ALL HERE." When they earn all letters, the class has an incentive. The idea is to promote all contributing to the class goal.

Franklin continues to make improvements in the COST process and the interventions offered to students. Currently, we have many students in academic intervention but only two in Tier 2 Check In/Check Out (CICO). We have many in Tier 3 CICO as their plans have needed to be further individualized toward individual goals. Because of this, we have difficulty identifying additional staff who are available to Check In and Check Out each day with a group of students. That said, one of our goals will be to look at alternate structures for CICO to expand the number of students participating. The team feels as though a focus on common language around Social Emotional Learning, calendarized and integrated into Monday Morning Assemblies. The team also felt that mentorships between older students and students who need guidance could be helpful for students who have not responded to progressive discipline, and traditional behavior modification techniques.

Our School Site Council felt climate surveys could be helpful to make students feel both more heard and to help the PBIS team identify key targets that might improve how safe students are feeling in school. Additionally, we have students with mental health needs that are difficult to address in the general education setting. Being able to further address these may result in students feeling more safe at school. The team will explore climate surveys available, or possibly create one targeted toward site specific goals. We are hopeful to have some of those services provided by the District at Franklin next year.

Site Goals, Actions, and Metrics (LCAP Goal 1)

Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

Site Goal A	As a result of a focus on chronic absenteeism for our socioeconomically disadvantaged and special education subpopulations, these students will improve average daily attendance by 2.0% by March, 2020.
Metric(s) to Assess Impact	Average Daily attendance rates for subpopulations and select students (confidential) from the 2018-2019 and 2019-2020 school years.

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.A1	Build upon our current recognition system for students who have perfect attendance all year: Recognize students each trimester that have Perfect Attendance (0 absences and 0 tardies) and Almost Perfect Attendance (1 absence, 1 tardy).	Lynnette Chirrick Emina Huskic (Office Assistant)	All Students	
1.A2	Develop class incentives for when entire classes are present. For instance, when each child in the class is present for a day, they earn a letter in the words "ALL HERE." When they earn all letters, the class has an incentive.	Certificated Staff Emina Huskic	All Students	
1.A3	Provide copies of Student Attendance Reports at SST and annual IEP meetings. Reports will be reviewed as part of student progress reports.	Lynnette Chirrick Judith Manalili (Education Specialist) Emina Huskic (Office Assistant)	Students in Special Education and those students for whom we are considering Tier 3 interventions.	
1.A4	COST and SART teams will review Attendance reports once a month. Tier 1 and Tier 2 interventions will be recommended as needed. SART meetings will be held as a Tier 2 intervention as the data indicates.	Lynnette Chirrick COST Team Emina Huskic (Office Assistant)	Students who are chronically absent	

Site Goal B	Behavior: Assertive Discipline referrals will decrease by 2%
Metric(s) to Assess Impact	Frequency of referrals for suspendable offense codes will be analyzed and compared for the 2018-2019 and 2019-202 school year.

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.B1	Continue to partner with Playworks to teach all students and staff rules for common games.	All Staff PBIS Tier 1 team PTA	All Students	
1.B2	Review at the beginning of the year the Behavior Expectations for all locations at the school including the playground expectations. Whole School PBIS assembly and follow-up with classroom instruction.	All Staff PBIS Tier 1 Team	All Students	
1.B3	PBIS team will review minor behavior data with the staff ongoing at staff meetings as data is available from the district.	PBIS Team All Staff	All Students	
1.B4	Continue COST team structure referring students to appropriate behavioral interventions as indicated by pre-referral interventions and COST referrals.	PBIS Team All Staff	Students referred to COST	

Site Goal C	5% growth in the number of students 'most of the time/all of the time' to feeling safe in their school.
Metric(s) to Assess Impact	% of staff trained in Restorative Practices % of staff trained in Toolbox Data collected during site walkthroughs.

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.C1	A survey to measure school climate will be created to analyze formative data regarding students feeling safe at school grades 1-5 and throughout	All Staff	All Students	

	the year.			
1.C2	All staff will be trained in restorative practices and in our new supplemental Social Emotional Learning curriculum, Toolbox and will begin implementation.	All Staff	All Students	
1.C3	The percentage of students with "Referred to Restorative Practices" as a disposition in AERIES will increase by 10%.	All Staff	All Students	
1.C4	Use the COST process to identify students for Social Skills groups and Emotional Regulation groups to help them and other students feel more safe on playground.	All Staff	All Students	
1.C5	Continue to build upon our focus of connectedness to include further training for Conflict Managers, buddies, Kinder Helpers, and Junior Coaches in Toolbox and Restorative Practices.	All Staff	All Students	
1.C6	Designate a "quiet zone" for kids who want alternate recess activities, such as reading, to feel safe	All Staff	All Students	

Planned Improvements in Student Performance:
LCAP Goal 2 - Support students in becoming college and work ready

Identified Districtwide Goal 2 Needs

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners

District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome		2016-17		2017-18		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)		10.8	34.7	14.3	32.7	18	34	24	36
ELA SBAC: Average Distance from Level 3 (Standard Met)		32.8	41	36.8	38.7	40	42	45	46
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements		52.6%		53.3%		55%		60%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students		68.5%				74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course		45.3%		50%		53%		56%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway									
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework									
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator		53.4%		56.6%		59%		64%	
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	7%	11%	14%	13%	13	15%	15
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	59.6%	82%	63	84%	69
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%	15%	12%	9%	6%	7	4%	4
	6th-8th	7%		3%		2%		2%	
	9th-12th	10%		5%		4%		3%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%		98.3%	100%	99%	99	100%	100
	6th-12th	76.3%		97%		98%		100%	
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%		70%	57%	98%	98	100%	100
	6th-12th	63.2%		61%		98%		100%	

School Site Analysis and Prioritized Actions (LCAP Goal 2)

Description of CURRENT school actions/services in support of LCAP Goal 2:

At Franklin School we are in the second year of implementation of Standards based curriculum (CCC) in Language Arts and the third year in Math (Eureka). Our Foss Science curriculum modules continue to be updated to meet NGSS Standards, and we are currently using bridge materials for Social Studies. State required minutes for Physical Education, as well as District curriculum are being implemented.

While we are continuing to refine practice in curriculum and delivery models, staff participates in school, district and/or outside training/workshops in support of current curriculum and instructional focus areas. Topics for these trainings included District Asses. Topics included: Writing assessment calibration, math literacy, ELD implementation, Blended Learning, strategies to structure student discourse across all subject areas, and response to intervention. Several Franklin teachers took advantage of weekly coaching with our District Math coach, both for lesson modeling and for lesson observation. Teachers attend staff meetings, collaboration time and professional development opportunities when staff access and use data to inform, differentiate and adjust the instructional and intervention programs. This includes placing students in ELD groups, Reading and/or Math intervention groups, and setting grade level, classroom & individual student goals.

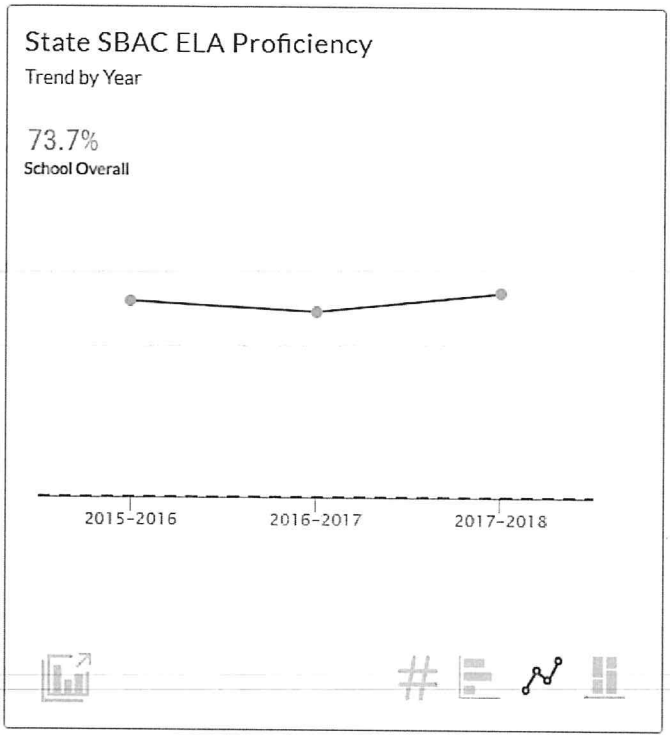
Teachers administer State and District assessments to monitor student progress toward Standards and learning goals. These tests include the CAASPP (Grades 3-5), STAR Reading and Math Assessments, District Writing and Math Benchmarks, EGSI (Kindergarten), Interim Assessment Blocks (Grades 3-5), and the Fountas and Pinnell Reading Assessments for students reading below grade level. Some teachers give additional assessments such as the SIPPS placement tests, but this is not yet implemented systematically. Minimum days at the beginning of the school year, as well as sub release days are used to provide additional time for administering student assessments. We are currently working towards improving our knowledge of how to use these assessments practically. For instance, our COST team approached teachers with the names of students who scored in the Urgent Intervention Section of the STAR in the Fall and often those were not the students about whom teachers were concerned. We have seen these scores fluctuate wildly for some students and are learning when an assessment may need to be readministered.

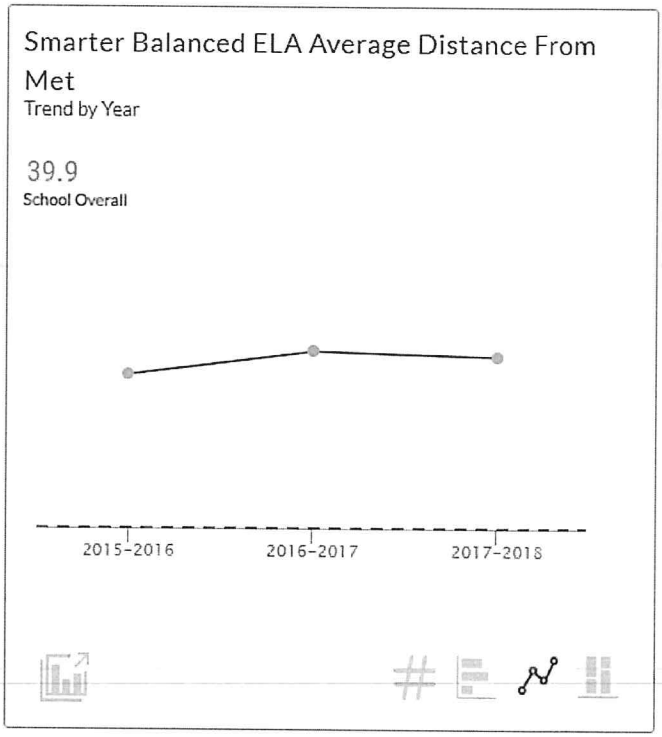
Students are referred to Tier II interventions through the COST process. COST meetings are held weekly. Teachers were trained in data entry in AERIES as part of the COST referral process. Currently, Franklin's Tier II intervention menu is in a stage of refinement. For additional reading support, we have a part time contracted teacher who works with identified students two -three times per week from October through May. She currently provides instruction using a variety of intervention curriculum. Additional information regarding how students are assigned to specific intervention can be found in the needs analysis section. Other Tier II interventions include Social Skills Groups, Emotional Regulation Groups, and Check In/Check Out. We are fortunate to have a part time Intervention Lead who is also a Marriage and Family Therapist to provide some mental health services, as we do not have access to a counselor as other schools in Alameda have.

- Maintain and enhance Tier I academic interventions:
    - Classroom intervention, implemented by classroom teachers and supported by Intervention Lead & paraprofessionals.
    - Provide English Learners (ELs) with consistent and appropriate Designated and Integrated English Language Development (ELD) instruction.
    - Provide Students with Disabilities with Least Restrictive Environment and implementation of accommodations as articulated in Individualized Educational Plans..

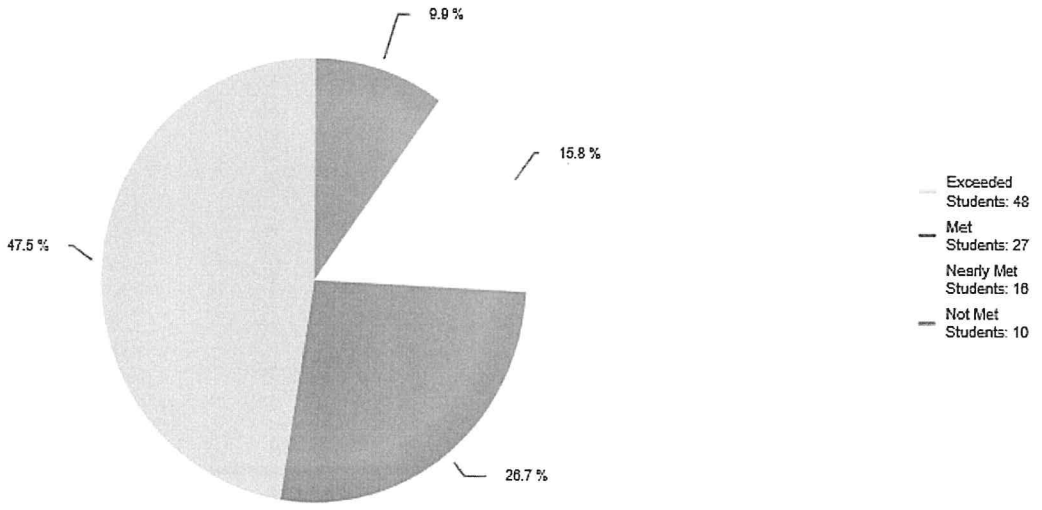
Data Analysis:

English Language Arts



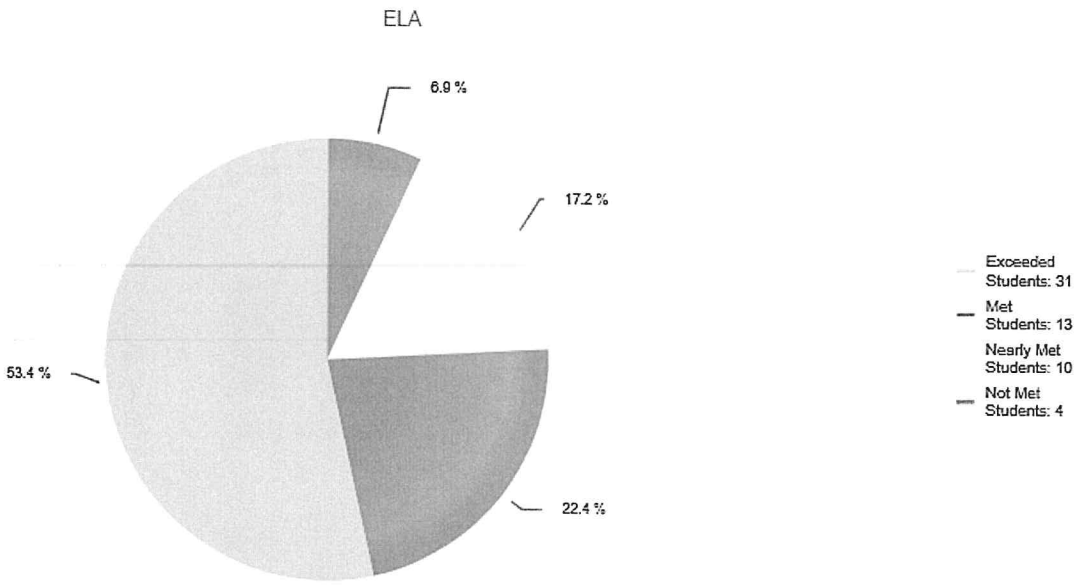


ELA



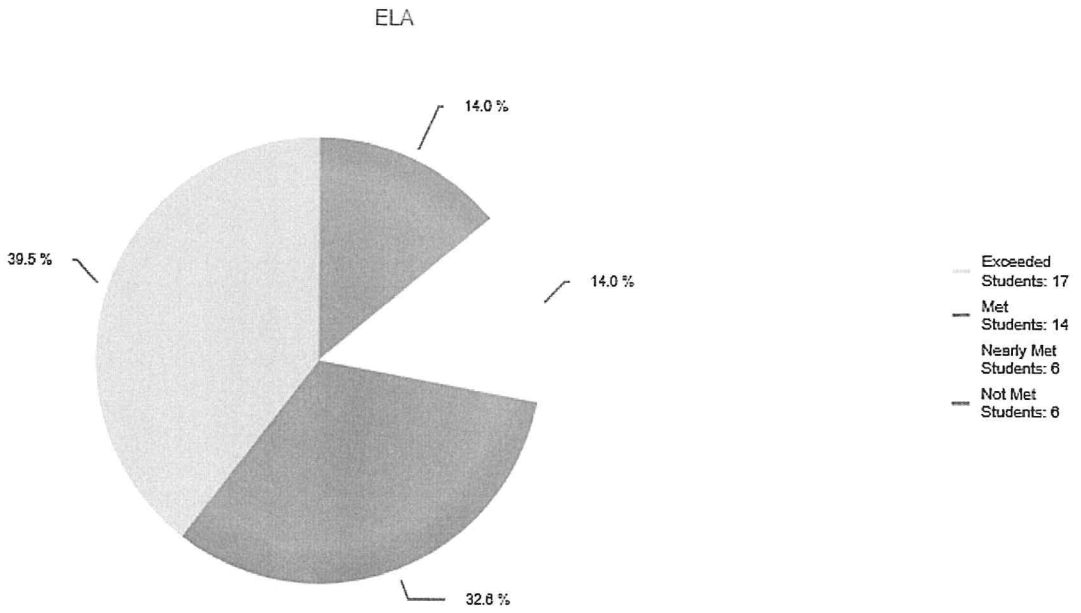
:hools: Franklin Elem
rades: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Females

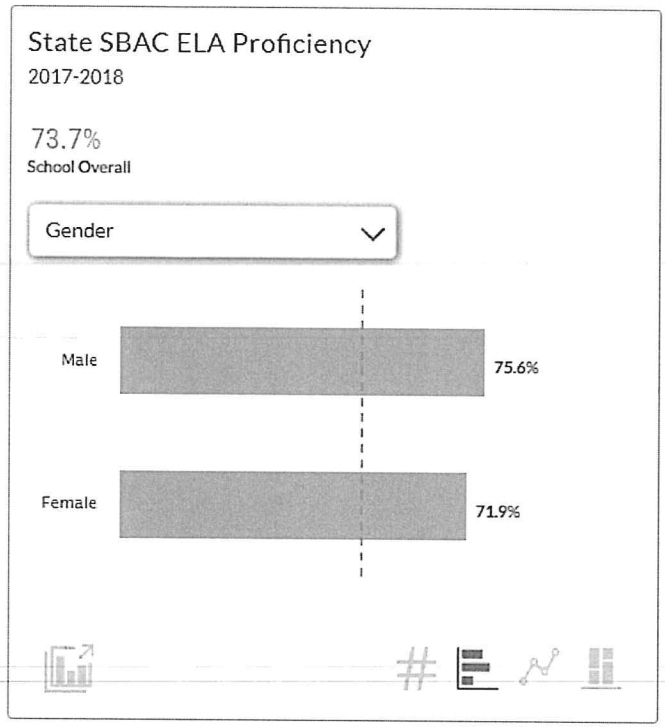


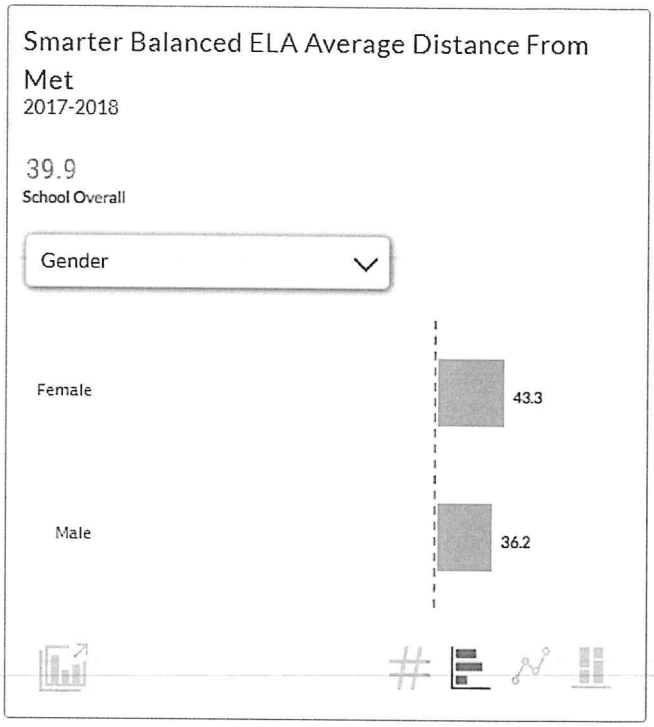
Schools: Franklin Elem

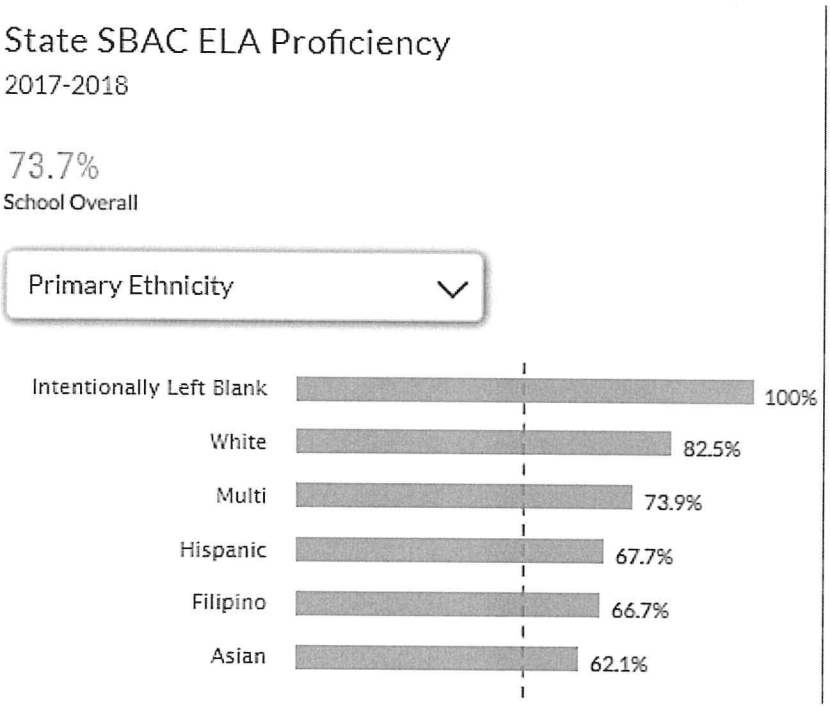
Males

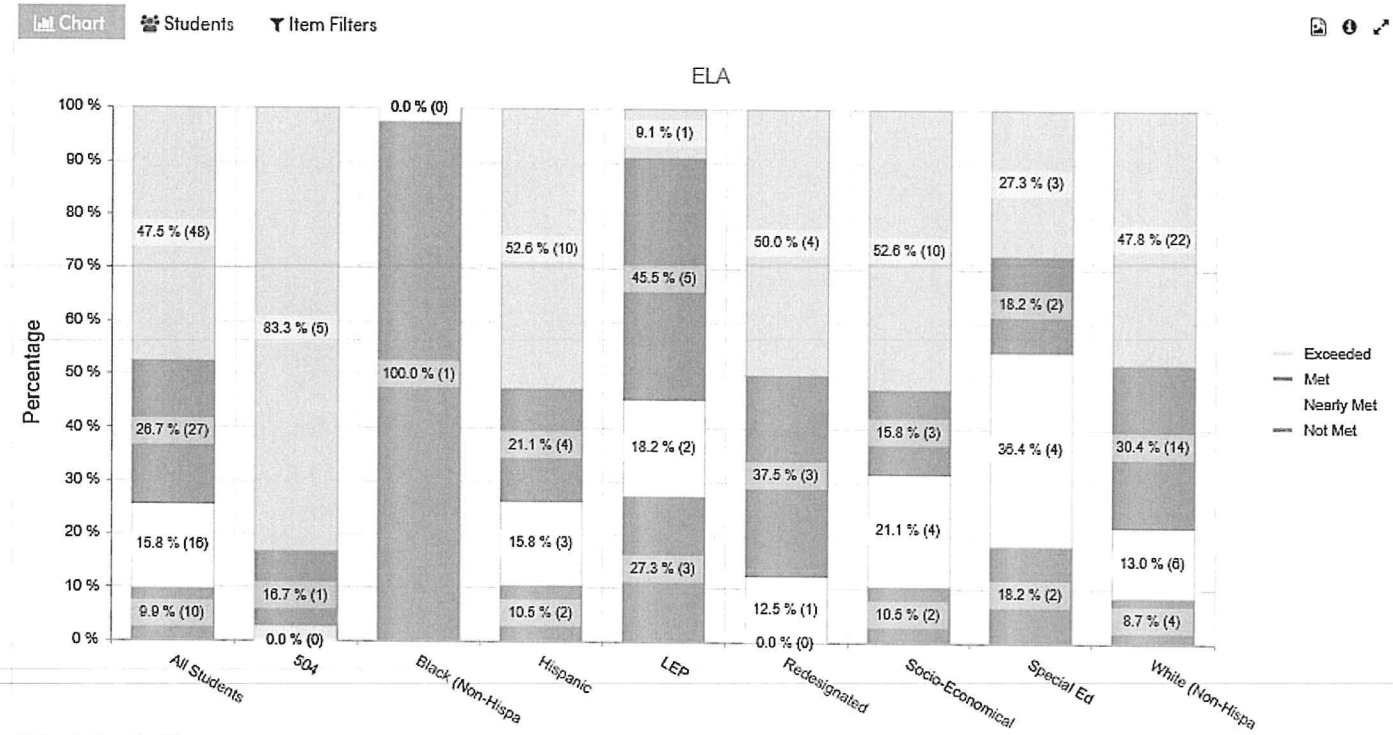


Schools: Franklin Elem
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12


State SBAC ELA Proficiency
2017-2018
73.7%
School Overall
Gender
Male
75.6%
Female
71.9%

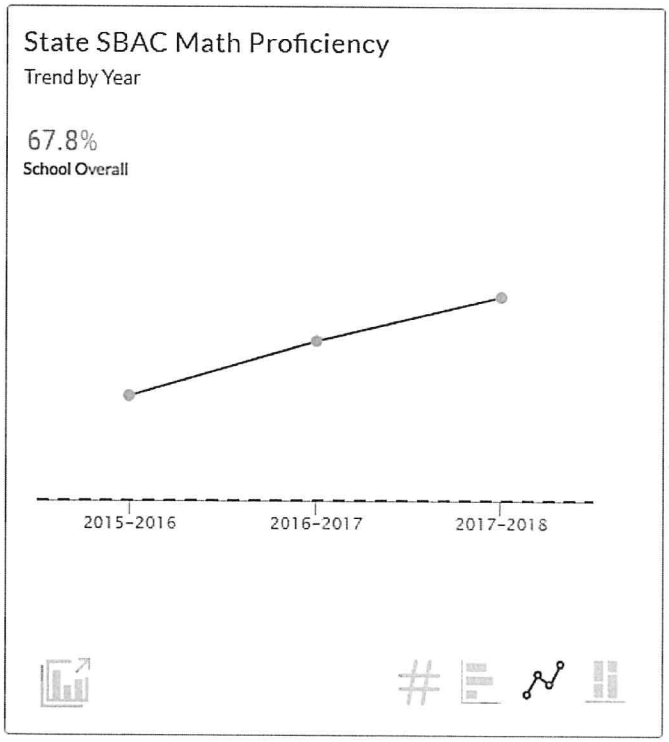

Smarter Balanced ELA Average Distance From Met
2017-2018
39.9
School Overall
Gender
Female
43.3
Male
36.2

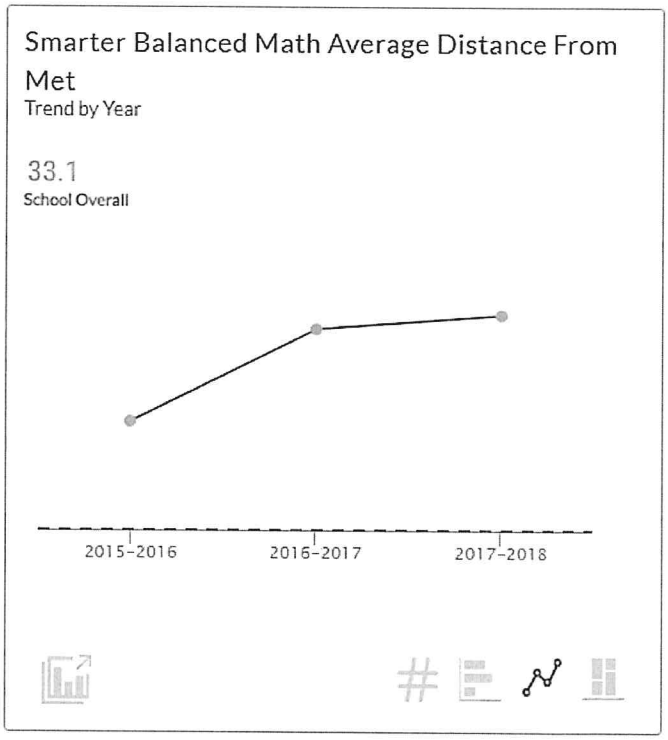

State SBAC ELA Proficiency
2017-2018
73.7%
School Overall
Primary Ethnicity
Intentionally Left Blank
100%
White
82.5%
Multi
73.9%
Hispanic
67.7%
Filipino
66.7%
Asian
62.1%

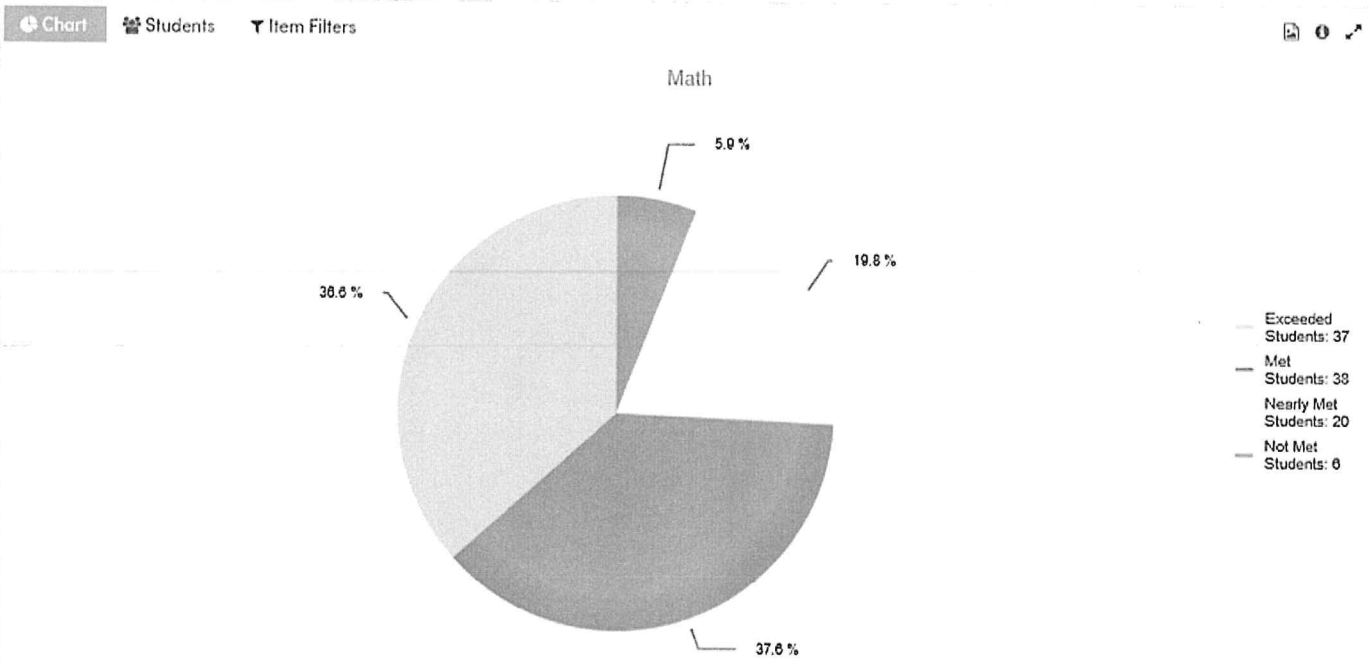


Schools: Franklin Elem
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

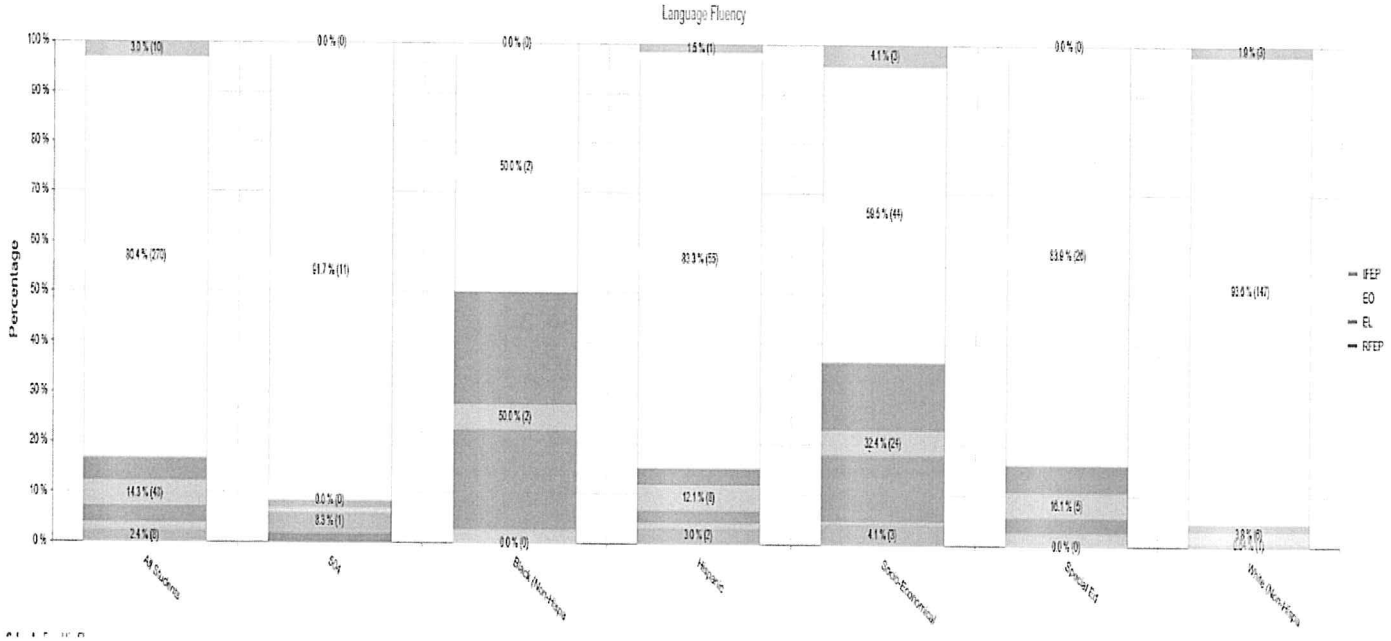
Math

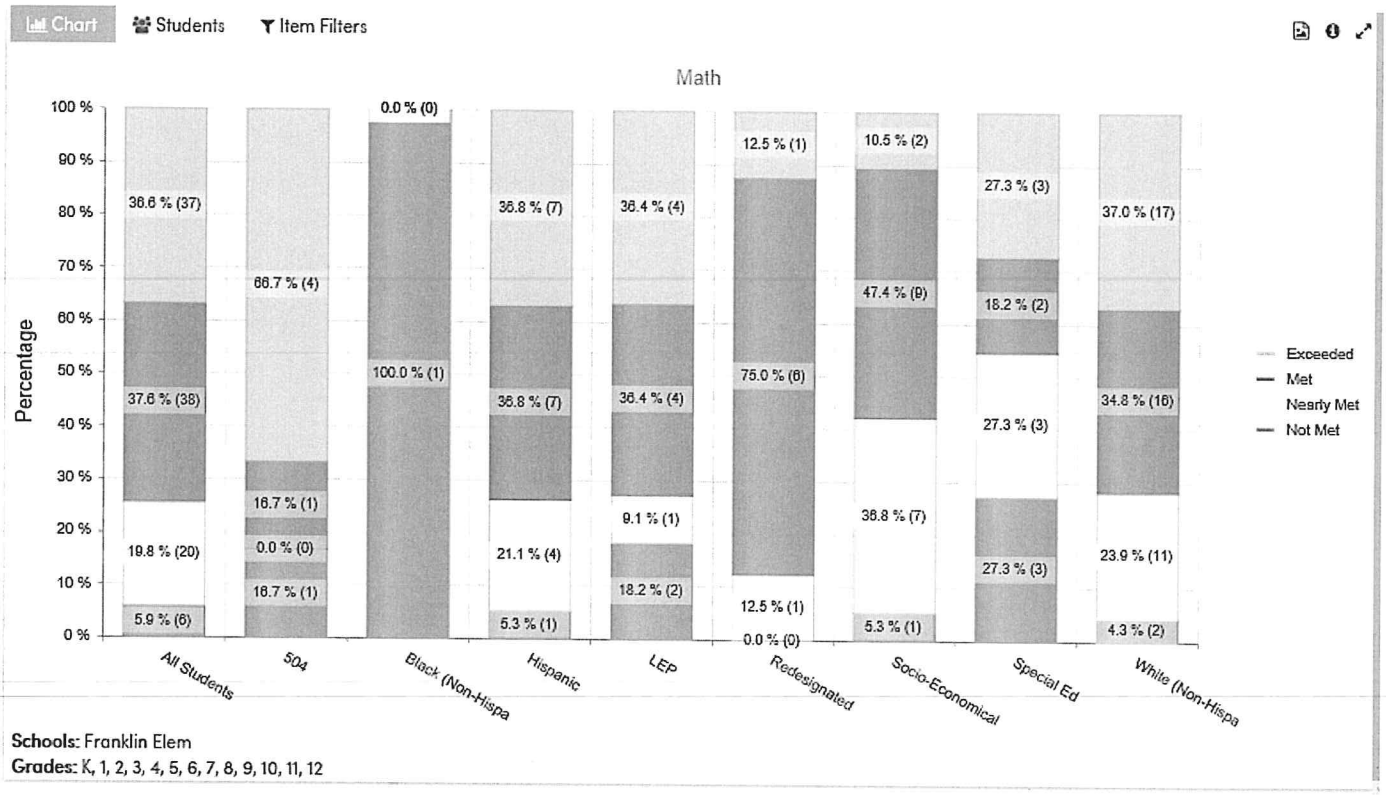




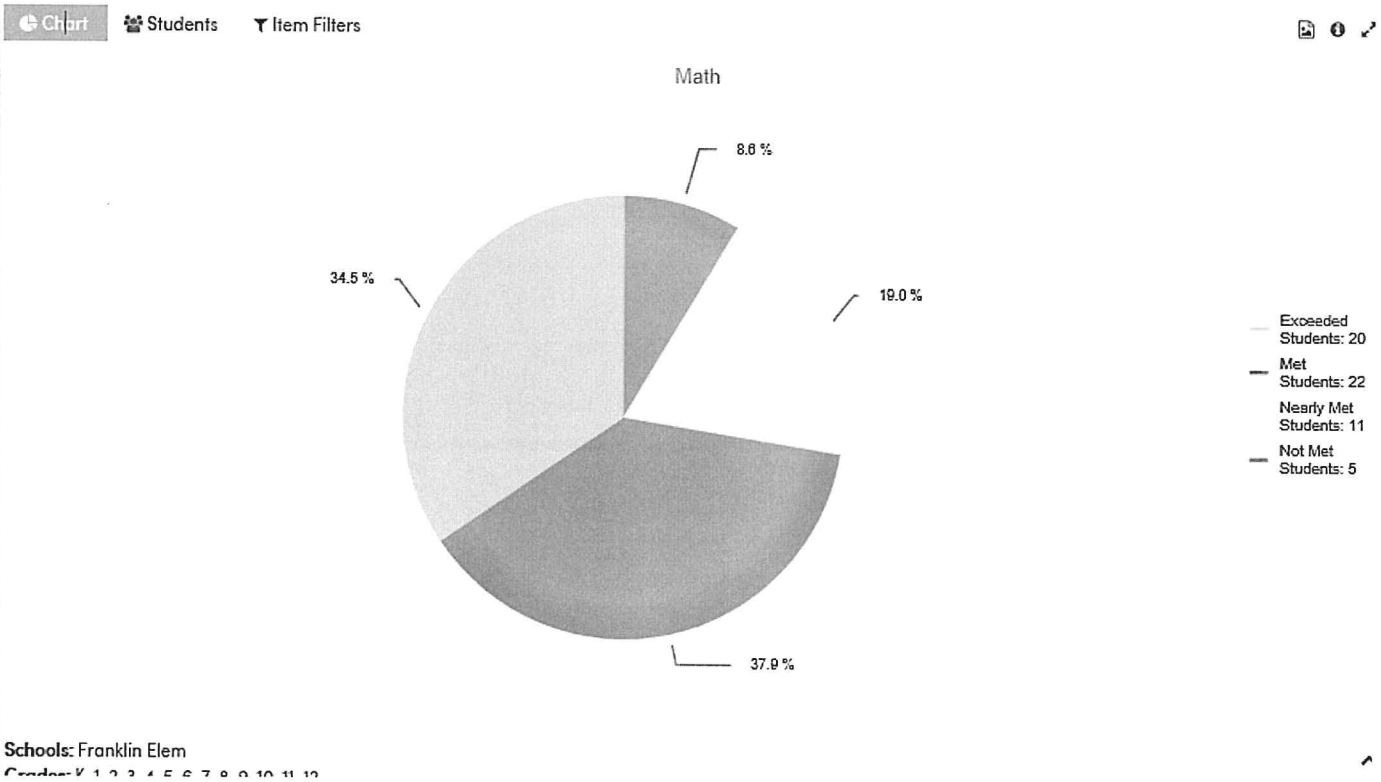


Schools: Franklin Elem
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



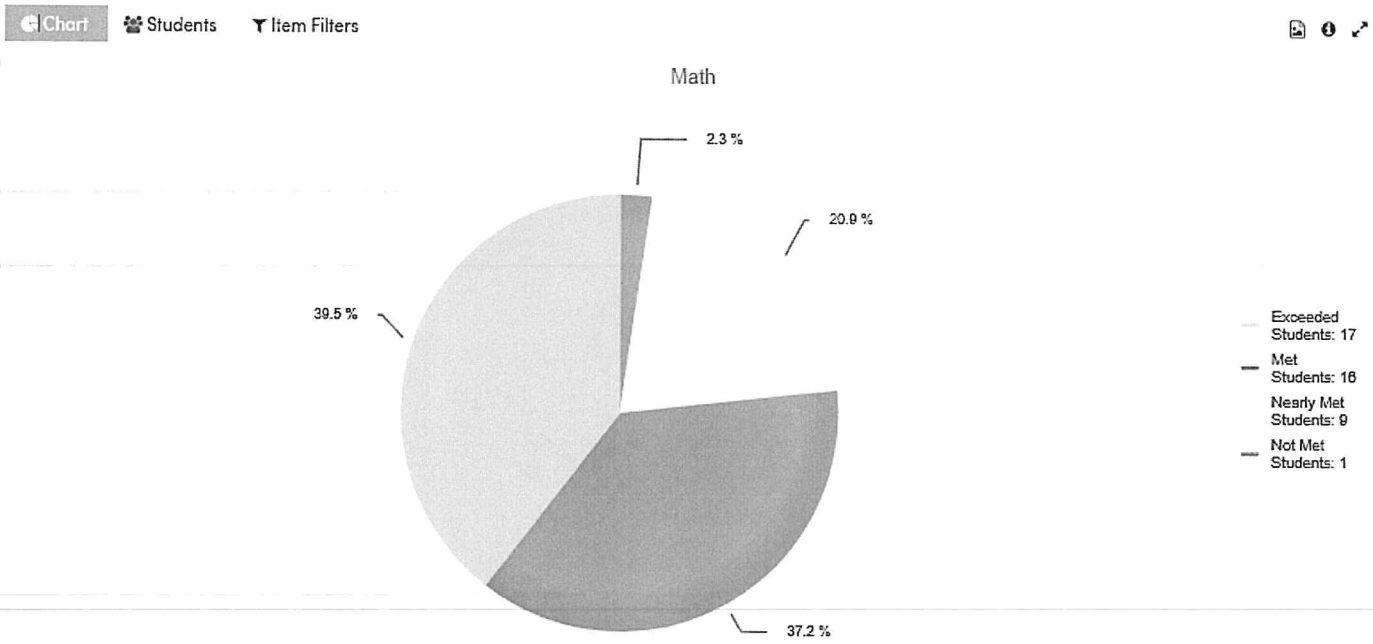


Females



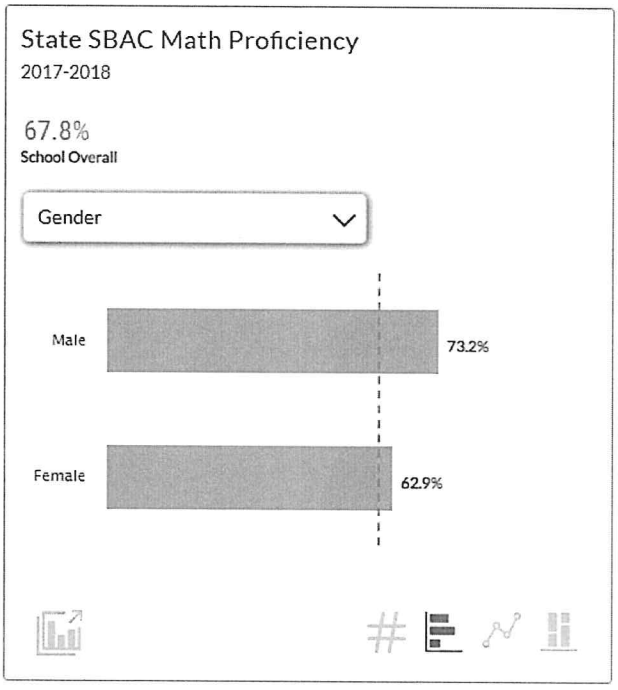
The students who did not meet standards is composed of 5 students, three of whom are in Special Education and two of whom are also English Learners.

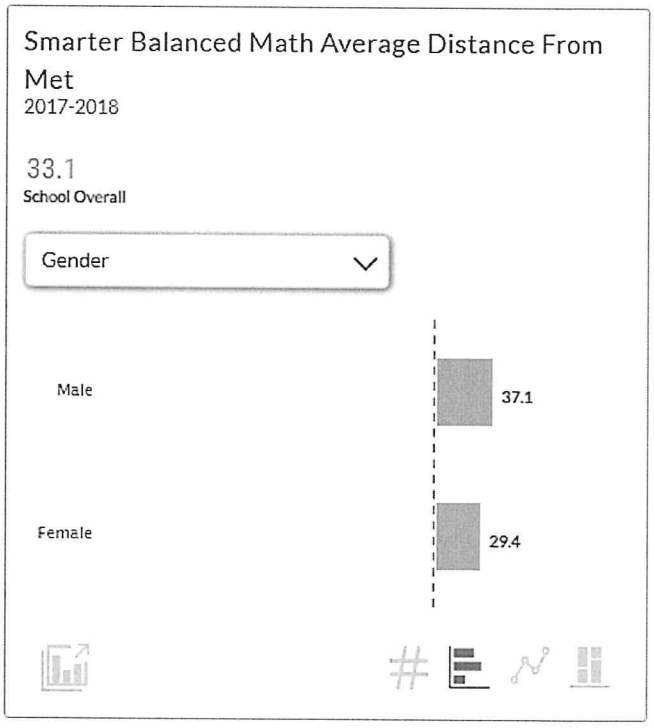
Males



Schools: Franklin Elem
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

2.3% is one child. He is currently receiving special education services.



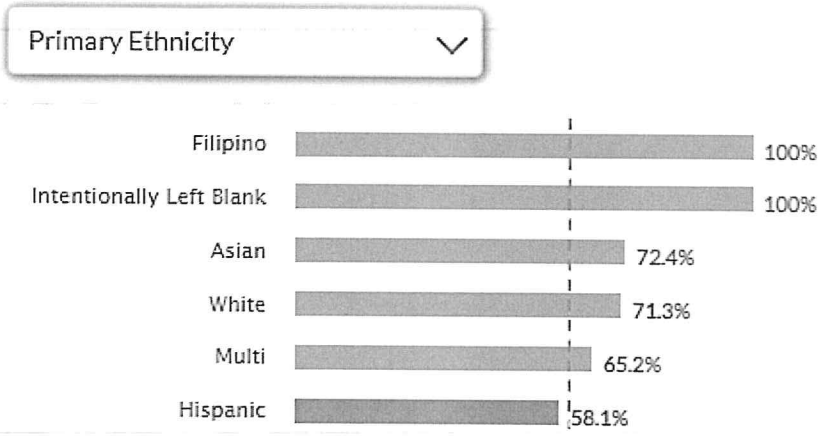


State SBAC Math Proficiency

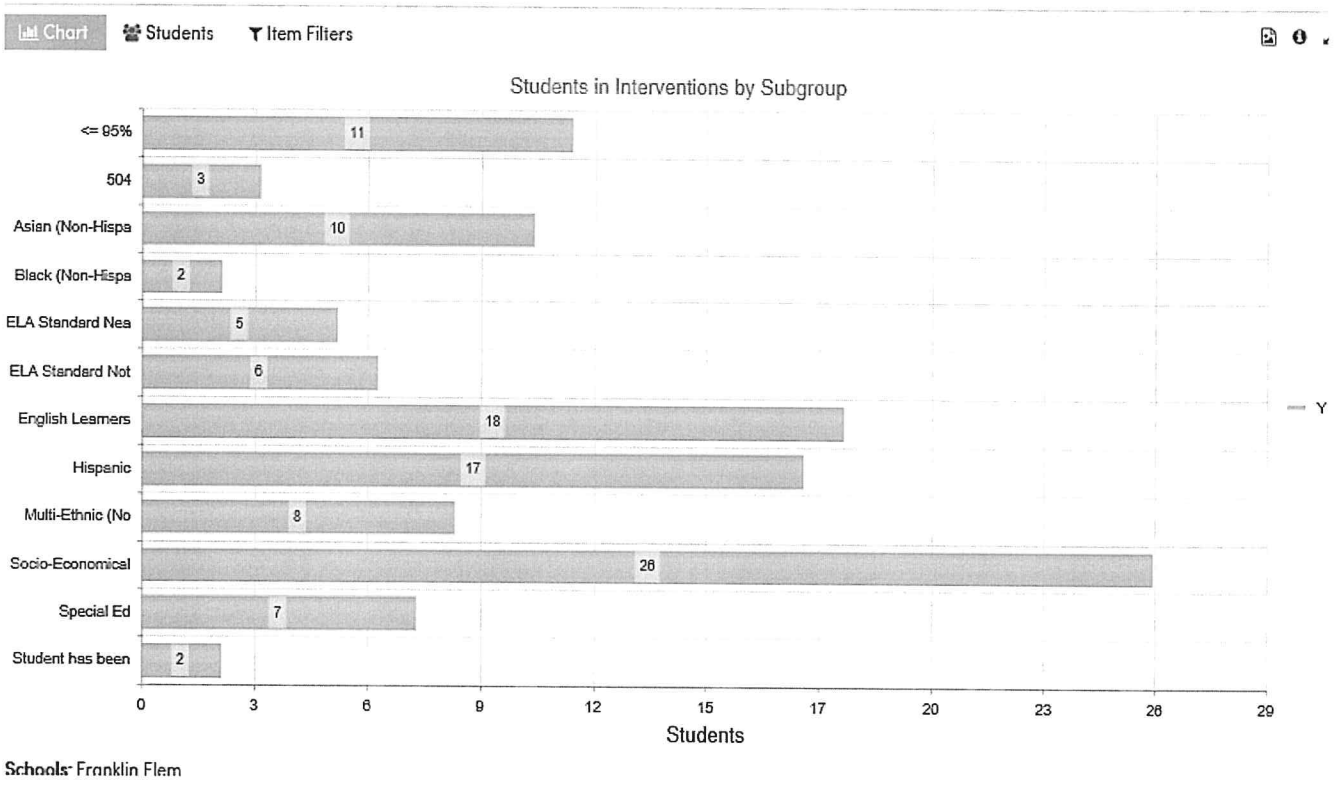
2017-2018

67.8%

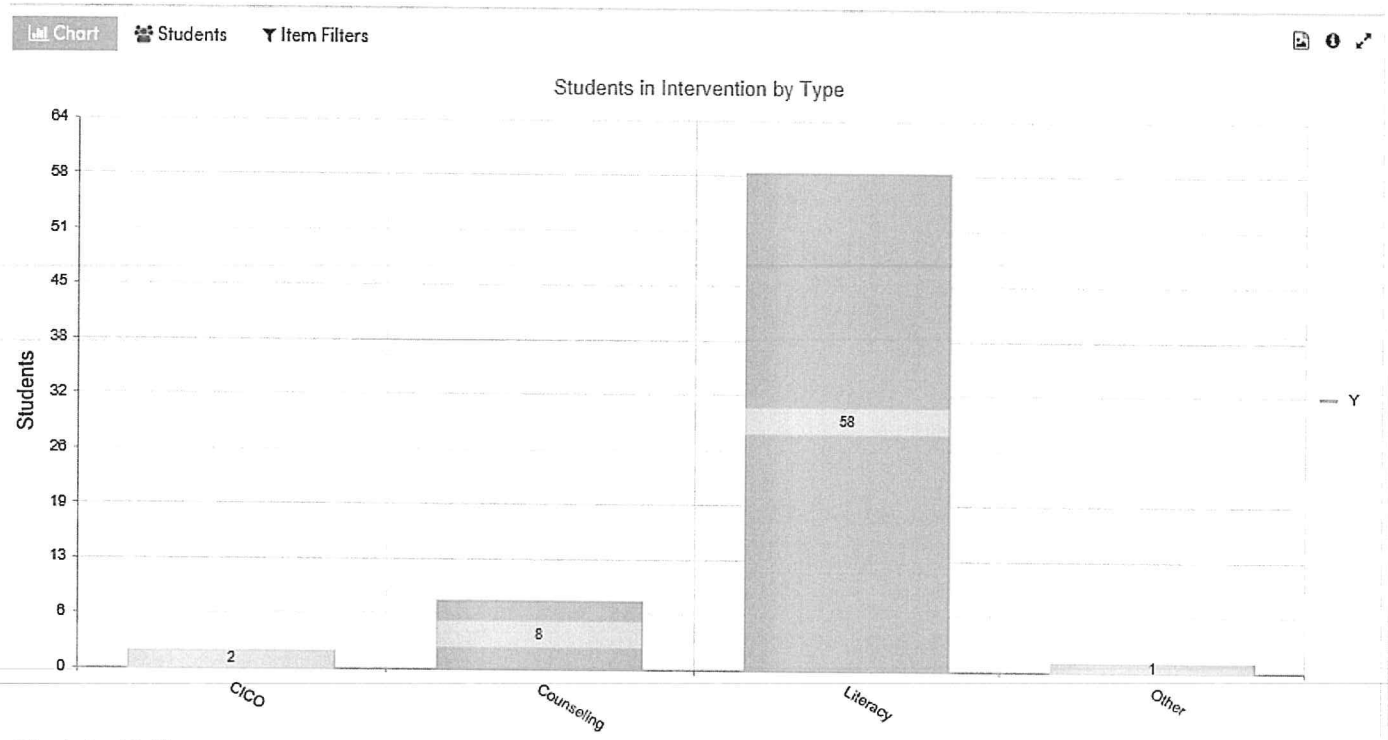
School Overall



- *Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners, Foster youth, and, if applicable, homeless youth?*



Schools: Franklin Elem



Schools: Franklin Elem
Grades: TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Needs Analysis:

Refine Tier II and Tier III schoolwide interventions to best meet changing student needs.

Professional Development:
Collaboration and calibration surrounding data analysis is an ongoing need. Staff will develop a school wide data analysis system with protocols, procedures and accountability that supports teachers in the use of data to inform planning and instruction as we review disaggregated site and district data. The administrator will work with the leadership team to create a site assessment/grade level data collaboration calendar for the year.

Schoolwide Reading Intervention Program:
Past practice at Franklin has been for teachers to refer students directly to reading intervention. Additional assessments were administered by the intervention teacher, and the children were placed into groups based on grade level, reading level, and scheduling considerations. This year, in an effort to provide more targeted intervention, the COST team met to discuss the feasibility of providing shorter term interventions to also allow for more targeted intervention. Administration worked with the part time reading teacher to ensure students were placed in groups based on like needs rather than a specific curriculum for a specific grade level. A need is to continue refinement in practices for this intervention. Our ultimate goal would be to develop protocols for the use of assessments to identify students needing intervention and assign them accordingly with a pre and post test to measure progress. Currently, assessments are done per a calendar, regardless of student intervention need. Progress monitoring assessments for students receiving intervention services should occur more frequently in order to determine student growth as well as intervention program effectiveness.

Math Intervention
Develop process and possible schedule for delivering math intervention services schoolwide. Identify math support providers to provide after school math supports for struggling students. Develop protocols for the use of assessments to identify students needing intervention.

Our Education Specialist was over her caseload limit for much of the year. The model of support for her was to add one day per week with an additional Education Specialist. While we appreciate the support, this has not been as effective of a model for an elementary school where students are typically receiving services four times per week. We would like to work with the Special Education Department to explore different models that would support the teacher and allow additional targeted time to be added to students' service time when the IEP team determines it is necessary.

- Create structures for building effective Professional Learning Community (PLC) meetings that are focused on student achievement goals and evidence of student learning.
- After 6-8 weeks of instruction, teachers will monitor progress and analyze student performance of intensive student groups.
- Math vocabulary - Support for English Learners in Math. Consult with coaches.
- Math intervention or acceleration program. Release time for teachers to forward plan presentation of vocabulary. Reflex Math - facts; moby max, prodigy, accelerated math

Site Goals, Actions, and Metrics (LCAP Goal 2)

Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

Site Goal A		Math: Students scoring above 50th percentile on the Student Growth Percentile (SGP) on the STAR Math assessment will increase by 3% from Fall to Winter of 2018-2019 to Fall to Winter of 2019-2020.		
Metric(s) to Assess Impact		The STAR Unified Growth Percentile		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
2.A1	To support the professional development of staff, staff meeting topics will support time for, and training in, data analysis. Progress monitoring will occur every 8 weeks for students in the COST process, and as quickly as possible after assessment (benchmark or STAR) to look at trends and needs. Based on this assessment, goals will be set to target practices for improvement.	Lynnette Chirrick Leadership Team Intervention Lead	All Students	
2.A2	Based on progress monitoring, develop a standard of practice for short term Math Interventions to support students in grades 3-5 utilizing a paraprofessional. Identify additional options for after-school tutoring (paid staff, HS student volunteers, etc...)	Lynnette Chirrick PTA All Staff	Students scoring in the Intervention or Urgent Intervention category on the STAR, or below the 40th percentile on the SGP, who are not already in a Tier III Support	
2.A3	Allocate funding for release time for collaboration and hourly funded training for math instructional strategies, planning, and supports.	Lynnette Chirrick School Site Council PTA	All Students	
2.A4	Explore additional math online supplemental presentation options/supplemental supports as part of our Blended Learning focus and to allow	All Staff	All Students	

	for more differentiation and engagement.			

Site Goal B		ELA: Students scoring above 50th percentile on the Student Growth Percentile (SGP) in the STAR Early Literacy and Star Enterprise Reading Assessment will increase by 3% from Fall to Winter of 2018-2019 to Fall to Winter of 2019-2020.		
Metric(s) to Assess Impact		The STAR Unified Growth Percentile		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
2.B1	To support the professional development of staff, staff meeting topics will support time for, and training in, data analysis. Progress monitoring will occur every 8 weeks for students in the COST process, and as quickly as possible after assessment (benchmark or STAR) to look at trends and needs. Based on this assessment, goals will be set to target practices for improvement.	Lynnette Chirrick Leadership Team Intervention Lead	All Students	
2.B2	Refine the reading intervention program for 1st through 5th grades to include shorter term progress monitoring and more targeted intervention groups based on data. Supplemental curriculum will be considered based on student need.	Lynnette Chirrick Reading Support Provider	All Students	
2.B3	Work with the PTA to continue to fund a substitute to provide intervention services. Use of frequent, supplemental assessment for students receiving intervention services, in order to progress monitor effectiveness of intervention program.	Lynnette Chirrick Reading Support Provider COST Team All Staff	Students in Tier 2 and Tier 3 interventions.	
2.B4	Allocate funding for release time for collaboration and hourly funded training for reading instructional strategies, planning, and supports.	Lynnette Chirrick School Site Council PTA	All teachers	

Site Goal C	Use assessment measures to meaningfully monitor growth for our English Learners with formative assessment.

Metric(s) to Assess Impact		Site walkthrough tool to measure implementation of designated and integrated ELD		
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	To support the professional development of staff, staff meetings will include collaboration time to discuss instructional strategies for effective teaching of designated ELD curriculum and strategies for English Learners.	Certificated Staff	English Learners	
2.C2	To support the professional development of staff, staff meetings will include collaboration time to discuss instructional strategies for effective teaching of integrated English Language Development. Allocate funding for release time and hourly funded training for this purpose, as well as funding for designated and integrated ELD instructional materials.	Certificated Staff	English Learners	
2.C3	Attempt to create a Master Schedule to platoon in order to provide Designated ELD.	All Staff	English Learners	

Planned Improvements in Student Performance: LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

Identified Districtwide Goal 3 Needs

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.
AUSD uses the WestEd California School Parents Survey (CSPS) to measure LCAP goal 3

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	66%	62%	67%	70%	70	75%	75%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	90%	84%	93%	85%	93	89%	94%
% of respondents reporting that they have attended one or more school or class event at school	90%	91%	94%	91%	95%	95	96%	96%

School Site Analysis and Prioritized Actions (LCAP Goal 3)

Description of CURRENT school actions/services in support of LCAP Goal 3:

One of the things Franklin is most proud of is the feeling of community and level of parent participation. Parent communication occurs in multiple ways, from the Konstella application PTA uses to communicate with parents, share photos and school events, to school newsletters, to teacher and room parent emails, to announcements made at Monday Morning Assemblies, parents are well informed and reminded of events, things going on at the school, and welcomed to participate. Opportunities for parent participation include: classroom participation in events, such as monthly art docent lessons, parent coffee and donut mornings once per month. Parents are included in help with drop off duty, wherein all Franklin parents are scheduled for a drop off duty once per month. Incoming Kindergarteners are invited to playdates at the park over the summer so kids can play while parents meet, and introductions are facilitated by our PTA hospitality chair.

Data Analysis:

The amount of parents feeling as though the school seeks input prior to making important decisions grew by 1% and was slightly higher than the District average. 93% of families feel welcome at Franklin school, which is an improvement of 3% from the prior year and above the District average. Both parent groups were surprised by the fact that the percentage of parents attending at least one school event was slightly lower than the District average at 91%.

Needs Analysis:

Possible reasons for why 7% of parents did not feel welcome were explored with parent groups. Anecdotal data from these meetings pointed to needing additional signage pointing to the office, a larger posted map so families know where to find classrooms and events, a welcoming message in multiple languages, and a need for personal outreach for new families to help them connect, as many of the families know each other.

Discussion occurred with parent groups regarding any important decisions that have been made that they did not feel they had input into. Most of these were District decisions, such as curriculum, kindergarten schedules, combination classes, boundary changes and related policies, bond measure spending, and after school programs offered. That said, we feel as though we could gather input from parents through tools like surveys and provide that information to our District and better serve as a conduit for communication regarding District wide decisions.

Site Goals, Actions, and Metrics (LCAP Goal 3)

Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

Site Goal A	2% growth in respondents that strongly agree or agree that school actively seeks input of Parents or Guardians before making important decisions from 2018-2019 results.
Metric(s) to Assess Impact	West Ed Parent Survey responses from 2018-2019 (pending) and 2019-2020. A supplemental site parent survey will be sent in November and March.

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.A1	Develop a site survey to gather formative data to assess progress toward these annual outcomes. Administer the survey twice annually, tentatively in November and March so the data can be used in the SPSA process.	Lynnette Chirrick	All Students	
3.A2	Work with the PTA to further develop the use of Konstella and the Franklin PTA Facebook for parent communication. Currently, the parent community uses Konstella as a primary communication tool while the school uses Blackboard.	Lynnette Chirrick PTA	All Students	
3.A3	Update and maintain website with key site and District Information and use Blackboard to provide additional communication and information to parents regarding both site and Districtwide decision making for transparency and inclusion.	Lynnette Chirrick, Marianne Dilworth	All Students	

Site Goal B	2% growth in the number of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school from 2018-2019 result.

Metric(s) to Assess Impact	West Ed Parent Survey responses from 2018-2019 (pending) and 2019-2020. A supplemental site parent survey will be sent in November and March.			
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.B1	Create additional temporary signage indicating the location of the office. Due to the pending modernization, signage will not be purchased until it is determined if the office will be relocated.	Lynnette Chirrick	All Students	
3.B2	Analyze supplemental parent survey to disaggregate data and determine if there are certain parent groups who are feeling less welcome to participate and develop an outreach strategy as appropriate dependent on that data.	Lynnette Chirrick	All Students	
3.B3	Develop a menu of participation opportunities for parents who would like to participate but are unavailable during the day. Volunteer signups will be conducted differently next year at Franklin as a pilot wherein parents sign up for events at the start of the year.	Lynnette Chirrick PTA	All Students	
3.B4	Provide additional support for parents to learn how to use Konstella to make connections with other children's parents. For this, we are considering a fact sheet for parents about how to contact one another for things like play dates.	Lynnette Chirrick PTA	All Students	
3.B5	Continue to create schedules for parents to participate as a way of getting them started (eg. before school duty in the drop off lane) in participation at the school.	Lynnette Chirrick PTA	All Students	
3.B6	Update school website prior to the beginning of the school year to include important information, such as the minimum day calendar, important dates, etc.	Lynnette Chirrick Marianne Dilworth	All Students	

Site Goal C	2% growth in respondents reporting that they have attended one or more school or class event at school from 2018-2019 result.

Metric(s) to Assess Impact		West Ed Parent Survey responses from 2018-2019 (pending) and 2019-2020. A supplemental site parent survey will be sent in November and March.		
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.C1	Room Parents and teachers send out additional communication requesting that parents attend events and participate in the school.	Lynnette Chirrick PTA Teachers	All Students	
3.C2	Work with the PTA to support the idea of room parents being assigned as "hosts" to other parents who are new to Franklin or Kinder parents, inviting them to schoolwide events and helping to connect them with other families in the class.	Lynnette Chirrick PTA	Students new to Franklin	
3.C3	Work with the PTA to connect non english speaking parents with those who are bilingual and speak their primary language so NES parents have a connection. Create a list of those parents who will volunteer for this service.	Lynnette Chirrick Intervention Lead PTA	English Learners	

Summary of Expenditures to Achieve Site-Specific Goals

[Insert table from excel document (template here)]

Site Budget Allocations	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative
	20848	19065	0	0	0

Summary of Expenditures to Achieve Site-specific Goals								
Action Number(s)	Target Student Group(s)	Expenditure Amount						
		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative	PTA/ Donation	Expenditure Type
2.A2	SED, ELs	11693	11693				35081	Classified Salaries
2.A2	SED, ELs	4215	4772					Benefits
2.C2	ELs	500	664					Supplemental Materials
2.C2	ELs		1560					Certificated Salaries
2.C2	ELs		376					Benefits
2.B3	All Students						18,000	Certificated Salaries

TOTAL		16408	19065	0	0	0	53081	88554

Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	**Allocation**
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$ 0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$ 0
Total amount of federal categorical funds allocated to this school	$ 0

School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ Ethnicity	Primary Language	ROLE*
Fieran Hu	F	Asian	Mandarin	Parent
Erin Gilchrist Brown	F	Multiple	English	Staff
Lynnette Chirrick	F	White	English	Staff
Tara Yudenfreund	F	White	English	Staff
Margarethe Olsson	F	White	English	Parent
Julia Shafer	F	White	English	Parent
Emily Pieri	F	White	English	Staff
Meghan Forder	F	White	English	Parent
Debamitra Guha	F	Indian	Hindi	Staff
Norm Long	M	African Am	English	Parent
#s of members of each category	1 M, 9 F	1 Asian 1 Multiple 6 White 1 Indian 1 African American	7 English 1 Mandarin 1 Hindi	5 Parent, 3 Teachers, Principal, "Other School Staff"

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**

50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Site Validation Questions

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

Yes - though our team would like to include additional males and parents of English Learners.

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

This discussion was agendized at each meeting for discussion and input. Discussion surrounded data analysis and anecdotal data for reasons for certain trends. This input was provided to the School Site Council.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

_X_ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other ***(list)***

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school 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. This school plan was adopted by the school site council on: April 29, 2019.

Attested:

Typed name of school principal	Signature of school principal	Date 4/29/19
Typed name of SSC Chairperson	Signature of school principal	Date 4/29/19

APPENDIX A: Special Education Addendum

Question:

Are special education staff members providing support to general education students at your school site?

Yes

If so, please provide a description of the ways in which support/services are provided:

My special education staff members serve on the Coordination of Services Team, providing consult services and giving input on strategies to use for students in need of support.

APPENDIX B: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:
http://www.cde.ca.gov/sp/sw/rt/ and http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc
Sites can reference elements of the SPSA above in addressing each of the components below.

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?

a. What will this look like in the classrooms?

7. How will the school know whether students are engaged?

a. What will this look like in the classrooms?

8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.

· Comment on the allocation and usage of resources based on data analysis.

2. How do teachers use data findings to modify teaching practices to improve learning outcomes?

· What effective strategies are used to evaluate student learning and engagement?

3. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

Franklin School Site Council Meeting
Monday, April 29, 2019 3:00–4:30 p.m.
Franklin School Staff Lounge
Meeting Minutes

In Attendance: See Sign-in sheet.

Meeting called to order at 3:00.

Review and Approve Meeting Minutes
Meeting minutes reviewed and approved with no changes.

Review of SPSA:

Clarification of ethnicity of ELL's- our plan doesn't look like it targets certain populations but due to our numbers, the language of certain site goals becomes impractical.

Our our 10 Asian students are ELs, 4 tested at proficient/advanced. 1 African American student EL was not proficient. 3 Hispanic students who were ELs, 1 was tested proficiently/advanced. We have approximately 1 in 3 ELs who have met proficiency.

LCAP Goal 1
Site Goal A:
LCAP Goal 1 has not changed. The one goal of "Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism" can be challenging for those special needs students who have veritable health issues.

We reviewed attendance incentives (recognition certificates and ALL HERE).

Site Goal B:
Since our numbers for suspension are so low, we will not eliminate it but rather keep goals to promote positive/management of behavior. Strategies discussed.

Site Goal C:
We are trying to have meaningful metrics so it is not just a survey done by kids

who are graduating. For example, all staff will be trained on Toolbox. The survey could be implemented for Grades 1-5, multiple times per year. Other goals include authentic restorative practices. We discussed ways to make students feel safe, which include social groups. Continue to build upon our focus of connectedness - such–as conflict managers, Jr. Coaches, K helpers and reading buddies. We also discussed the idea of a safe reading zone for kids who want to read at recess.

LCAP Goal 2:

Goal A: Math
STAR Unified Growth Percentile is a possible standard against which to measure progress. For example, take a percentile a student reached and compare how that student did vs. other students in the same percentile nationwide.

Lynette explained that we have been unable to recruit teachers for an after-school intervention so we have to look at other models.

PD: Releasing teachers to get some planning time for teachers. Add programs/technology for more differentiation and engagement.

Site Goal B: ELA

One goal is to perhaps reshape intervention and make flexible groups. Cross-collaboration across schools can help teachers figure out pieces like SIPPS, phonics supplements, etc.

LCAP Goal 3:
Goals are a little more fluid because there are so many moving pieces in the picture of ELs in AUSD/reclassification/ELD. Goals include a possible master schedule.
Goal discussed and agreed upon.

Plan voted on. Fieran Hu motioned to approve; Meghan Forder seconded. Motion passed with unanimous approval. **Plan was approved**.

Thanks to all for serving on our School Site Council. Returning members and open positions for next year were discussed.

Adjourned at 4:30