

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18**

Franklin Elementary School

CDS Code: 01 61119 6090039

<b>Principal Name</b>	Jo Fetterly
<b>Telephone Number</b>	510-748-4004
<b>Address</b>	1433 San Antonio Ave., Alameda, Ca 94501
<b>E-mail</b>	jfetterly@alameda.k12.ca.us
<b>Fax</b>	None
<b>Date of Last Revision</b>	4/23/17
<b>Date of BOE Approval</b>	

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 .....	2
DISTRICTWIDE GOALS .....	6
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE .....	7
SITE BUDGET SUMMARY: Discretionary Funding.....	22
CATEGORICAL FUNDING SUMMARY:.....	23
SCHOOL SITE COUNCIL MEMBERSHIP.....	24
SITE VALIDATION QUESTIONS.....	25
RECOMMENDATIONS AND ASSURANCES .....	26
APPENDIX A: SPECIAL EDUCATION ADDENDUM.....	27
APPENDIX B: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTONS.....	28
APPENDIX C: DATA ANALYSIS.....	37

# 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

- ***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, an aptly named community, 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 50% Caucasian and 50% non-Caucasian. Additionally, we have 14% of students who are socio economically disadvantaged, 12% English Learners, and 7% 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.

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

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. Since 100% the teachers have fully participated in training and the implementation of multiple blended lessons, in the 2017-2018 year we will reduce the coaching

model from two to one day and increase the leadership capacity of the teacher team. 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. As we have increased the number of blended lessons, we have been hampered by the limited access to computers. Therefore, we will start 2017-2018 with a one-to-one ratio of Chromebooks to pupils in grades 1-5 and all classrooms will have interactive projectors. We will continue to develop additional data bases 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 afterschool math intervention based on concept development rather than grade level content.

Sustained intractable 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 the PBIS fund 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 data bases 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?***

**ELA:** Overall proficient and above 72.7%    10.4% increase from 2015

Certainly we hope to improve the overall scores by the same 10.4% increase or better in the next testing round.

Grade levels and gender showed similar scores with 5<sup>th</sup> grade leading slightly by 6.4% and boys leading by 2.8%.

SIGNIFICANT GAPS compared to overall percentage:

**LEP students:**    proficient 33.3% (6 of 18 students proficient)    gap 42%

**Asian students:** proficient 65% (13 out of 20 students proficient) gap 10.4%

#### **NEXT STEPS:**

- 1) continue to provide focused English language development to all EL students,
- 2) determine the overlap, if any, in the LEP students and the Asian students,
- 3) provide additional academic support in the form of: customized tutoring, para support, reading intervention, writing intervention, and computer sites focused on ELD development
- 4) As of winter 2017 all Franklin teachers have completed the Designated and Integrated ELD trainings. Faithfully implementing learned strategies and fidelity to universal ELD time will provide needed support to the LEP and Asian students in question.
- 5) offer afterschool writing workshops for upper grades (3-5) EL students.

**MATH:** Overall proficient and above 64% 3.5% increase from 2015

We would like to see an increase in math proficiency at least as large as the ELA increase of 10.4% or better.

SIGNIFICANT DIFFERENCES comparing grades to grades and male to female:

**Grade levels** proficiency: 3<sup>rd</sup> 73.1%, 4<sup>th</sup> 64.4%, 5<sup>th</sup> 55.1% 3<sup>rd</sup> to 5<sup>th</sup> grade difference 18%

**Gender** proficiency: Boys 71.6%, Girls 56.3% gender difference 15.3%

SIGNIFICANT GAPS comparing subgroups to overall proficiency:

**Asian students:** proficient 55% (11 of 20 students proficient) gap 9%

**Multiracial students:** proficient 52.2% (12 of 23 students proficient) gap 11.8%

#### **NEXT STEPS:**

- 1) provide additional professional training for teachers, give peer release observation time, and provide collaboration time by grade level and across grade levels,
  - 2) provide math intervention: afterschool concept study groups, computer tutorials, and afterschool homework clubs,
  - 3) develop additional videos for parent and student use at home,
  - 4) prepare parent university nights focused on math instruction.
  - 5) Seek collaboration with outside resources to support females in math and science, as our scores show a disparity between the gender groups.
- ***Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners and Foster youth?***
    - Franklin has committed the LCFF funds as well as additional funds to hire a .875 FTE paraprofessional to push into K-5 classrooms focusing upon struggling unduplicated students. We employed a similar para for a partial year in 2016-2017 and we are increasing the hours to the full year, 180 days. This will provide one-to-one and small group support in the classroom.
    - At the upper grades (3-5) request of the ELAC community we plan to provide one day of afterschool writing support for EL students. Further interventions include: Read Naturally, before/after school SuccessMaker computer tutorial, afterschool math intervention, afterschool library access for study and computer use, small group tutoring for level 1 and 2 EL's, and

homework clubs. Additionally, we are increasing our customized digital resources in all curriculum areas for struggling students and specific content for EL learners.

School Website: <http://franklin.alamedausd.ca.schoolloop.com/>

School Accountability Report Card (SARC) link: <http://www.alameda.k12.ca.us/>

# 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 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).  
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- 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.

### Instructional 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, 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 justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching 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

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	<b>Identified districtwide needs:</b>
	<p>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:</p> <ul style="list-style-type: none"> <li>• Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism</li> <li>• Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates</li> <li>• Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>
	<ul style="list-style-type: none"> <li>• Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year</li> <li>• Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year</li> <li>• Suspension Rate: % of students who have been suspended at any time during the current year in district</li> <li>• Expulsion Rate: Percentage of students who have been expelled during the current year</li> <li>• Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS)</li> <li>• High School Graduation Rate: Percentage of a given 9<sup>th</sup> grade cohort that graduate from high school</li> <li>• Middle School Drop-out Rate: Percentage of a given 6<sup>th</sup> grade cohort that drop-out of middle school</li> <li>• High School Drop-out Rate: Percentage of a given 9<sup>th</sup> grade cohort that drop-out of high school</li> </ul>
	<b>Districtwide actions/services provided to site to reach goal:</b>
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,</p>

SCHOOLW	<p>including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.</p> <p>Our site has provided the following services to support implementation of PBIS:</p> <ul style="list-style-type: none"> <li>• Active school-wide PBIS team</li> <li>• Intervention Team/COST Team</li> <li>• Site-based professional development</li> <li>• Development of instruction in explicit behavioral expectations</li> <li>• School-wide incentives/recognition</li> <li>• School-wide behavior management system (behavior flow chart, referral system, etc.)</li> <li>• Check In-Check Out</li> <li>• Zones of Regulation</li> <li>• Lunch Buddies</li> <li>• Structured Recess</li> <li>• Social groups</li> <li>• Kinder Mindfulness</li> <li>• Lifeskills</li> <li>• Class meetings</li> </ul> <p>Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is 93%.</p> <p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:</p> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
	<b>School goal(s):</b>
	Implement T1, T2 and T3 PBIS elements with fidelity.
	<b>Data used to form school goal(s):</b>
	Tiered Fidelity Inventory, T1, T2 and T3
	<b>Findings from the data analysis:</b>
	Our current TFI subscale scores are: T1:

	<p>Teams <u>50</u> % Implementation <u>78</u> % Evaluation <u>62</u> %</p> <p>T2: Teams <u>75</u> % Interventions <u>50</u> % Evaluation <u>12</u> %</p>
	<b>How progress toward school goal(s) will be evaluated:</b>
	This year we plan to increase our TFI subscale scores by 15% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.

<b>GOAL 1: Eliminate barriers to student success and maximize learning time</b>						
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
<b>PROMOTE HIGH ATTENDANCE RATE</b> - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, PERFECT ATTENDANCE AWARDS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA, SSC	All	Materials and Supplies	Choose an item. Discretionary (0001)  PBIS (0002)	TBD  \$100.00
<b>MONITOR AND SUPPORT HIGH ATTENDANCE RATE</b> - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, SSC	All	Materials and Supplies	Choose an item. Discretionary (0001)	TBD
<b>POSITIVE BEHAVIOR INTERVENTION &amp; SUPPORT</b> – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY AND RECESS CONTRACTS,	AUGUST 2017 - JUNE 2018	DISTRICT PRINCIPAL TEACHERS	All	Certificated Hourly Materials and Supplies	Choose an item. Choose an item.  PBIS (0002)  Discretionary (0001)	\$400.00  TBD

<b>CHARACTER EDUCATION</b> – PBIS ASSEMBLIES, CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFESKILL AWARDS	OCTOBER 2017-JUNE 2018	PRINCIPAL, TEACHERS, PTA DISTRICT	All	Choose an item. Choose an item.  Assemblies	Choose an item. PTA (9046)  PBIS (0002)	TBD  District TBD
<b>BEHAVIOR INTERVENTION SUPPORT</b> – MONTHLY BIT MEETINGS INTERVENTION COACH	OCTOBER 2017-MAY 2018	PRINCIPAL, SCHOOL PSYCH , TEACHER/COACH	All	Certificated Hourly	Choose an item. PBIS (0002)	\$500.00
<b>PBIS COACH</b> ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017-MAY 2018	PRINCIPAL, SCHOOL PSYCH & PBIS COACH	All	Certificated Stipend	District Hire	See HR
<b>SERVICE LEARNING &amp; STUDENT LEADERSHIP OPPORTUNITIES</b> - STUDENT COUNCIL, BOOST! LEADERSHIP, JR. COACHES, CONFLICT MANAGEMENT, KINDERGARTEN BUDDIES, TECHSPERTS	October 2017-June 2018	Teacher, Contractor PRINCIPAL	All	Certificated HourlyProfessional Services	PTA (9046)	\$6000.00
<b>INCLUSIVE SCHOOL ACTIVITIES AND EVENTS</b> - HERITAGE NIGHT, ABILITY AWARENESS WEEK, ANTI-BULLY ASSEMBLY, OPENING BBQ, GRADE LEVEL PICNICS, ART SHOW AND ICE CREAM SOCIAL, VARIETY OF FIELD TRIPS	August 2017-June 2018	Teacher, Principal, PARENTS	All	Materials and Supplies	PTA (9046)	TBD

## GOAL 2A: Support all students in becoming college and work ready

<b>DISTRICT</b>	<b>Identified districtwide needs:</b>
	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. <ul style="list-style-type: none"> <li>Improve student achievement on both statewide and local assessments</li> <li>Increase College and Career Readiness</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>

- Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – *including focus on 3<sup>rd</sup> grade reading strand and 8<sup>th</sup> grade math performance*
- Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1<sup>st</sup> grade
- Percentage of graduating class completing Career Technical Education (CTE) Pathway
- Number of students enrolled in a Career Technical Education (CTE) Pathway
- Percentage of graduating class completing of University of California ‘a-g’ requirements
- Percentage of 11<sup>th</sup> grade students demonstrating college readiness as measured by Early Assessment Program (EAP)
- Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark
- Percentage of students enrolled in an AP course

### **Districtwide actions/services provided to site to reach goal:**

The district’s broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

- Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.
- Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum
- Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).
- Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program
- TK-8 Teacher Librarians and Media Center program
- Math and reading intervention software at K-5 (Successmaker)
- Naviance college and work-preparedness tool (software)
- Software to enhance K-5 content (Discovery Education license)
- Turnitin software to support high school writing and research
- Credit recovery software (Cyberhigh license)
- More Starfall and Tumblebook Library digital subscriptions (TK-5)

Franklin also provides the following programs to support student achievement:

- RAZ Kids, Brain Pop, Brain Pop EL, Spelling City, Moby Max, Stride, Nat’l Geographic, Gale Info Bits... online programs
- Fountas and Pinnell Assessment System
- Explode the Code Phonics Curriculum (K-5 & EL)
- Read Naturally (2-5)
-

SCHOOLWIDE	<ul style="list-style-type: none"> <li>• Handwriting Without Tears (k-2)</li> <li>• Typing Club</li> <li>• Mackin Interactive Digital Library</li> </ul> <p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:</p> <ul style="list-style-type: none"> <li>• \$24,971.00</li> </ul> <p>Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:</p> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
	<b>School goal(s):</b>
	80% or more of students will meet or exceed ELA standards as measured by district and state standardized assessments. This is a 7.3% improvement from last year. 75% or more of students will meet or exceed math standards as measured by district and state standardized assessments. This is an 11% improvement from last year.
	<b>Data used to form school goal(s):</b>
	CAASPP data, LCAP District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS, CST (new state science test for 5 <sup>th</sup> grade next year will be CAST)
	<b>Findings from the data analysis:</b>
	Overall Franklin scored higher CAASPP scores than the district in both ELA and Math. ELA was significantly higher by 22.7% and Math was modestly higher by 4%. Additionally, ELA was up 10.4% from last year testing and math was up 3.5% from last year testing. An emphasis on math instruction is necessary to place us on more solid standing. Disaggregated data for sub groups clearly indicates the we must in general work with our ELL population where 6 of 18 students were proficient or above in ELA indicating a gap of 42% compared with English only students. Moreover our Asian and Multiracial population were lower than the rest of the population. Asian students show 13 out of 20 students were proficient in ELA or 65% leaving 10.4% below proficient. In math Asian students had 11 of 20 students proficient with a 9% gap compared to other students and multiracial students had 12 of 23 students proficient or only 52.2 % which indicates an 11.8% gap. More work with ELL students, Asian students and multiracial students are necessary to eliminate gaps.
	<b>How progress toward school goal(s) will be evaluated:</b>
	Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
<b>PROFESSIONAL DEVELOPMENT, PEER OBSERVATION &amp; COLLABORATION</b> FOR CCSS, INTEGRATED AND SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY COACH	August 2017- June 2018	District Principal Teachers	All	Certificated FTE Certificated hourly	Magnet/Innovative (9500) DISCRETIONARY (0001)	\$22,408.00 \$1800.00
<b>READING AND MATH DIFFERENTIATION</b> (IE: INTEGRATED AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT) GEN ED PARA CLASSROOM SUPPORT	SEPTEMBER 2017 - JUNE 2018	Principal Teachers Para	All Unduplicated  all	Classified FTE	LCFF Supplemental (0002) Donations (9010)	\$15,492. \$11,500
<b>READING AND MATH INTERVENTION</b> (IE: BEFORE/AFTER SCHOOL GROUPS)	September 2017- May 2018	Contract vendors Teachers Paras	All	Professional Services Certificated hourly	PTA (9046)	TBD
<b>SUCCESSMAKER</b> FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)	September 2017- May 2018	Principal Teachers Paras	All	Classified Hourly	PTA (9046)	TBD
<b>INTEGRATE TECHNOLOGY</b> TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, SMARTBOARDS, PROJECTORS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS, APPS, DATABASES )	August 2017- June 2018	Principal Teachers Tech coach	All	Equipment	Magnet/Innovative (9500)  PTA (9046)	\$2563.00 \$3000.00
<b>PROVIDE INSTRUCTIONAL MATERIALS</b> FOR COMMON CORE	August 2017- June 2018	Principal Teachers	All	Materials and Supplies	Donations (9010)	TBD

## GOAL 2B: Support English Learners (ELs) in becoming college and work ready

<b>DISTRICT</b>	<b>Identified districtwide needs:</b>
	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. <ul style="list-style-type: none"> <li>Improve English Learner (EL) Achievement</li> <li>Implementation of State Standards for English Learners</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>

SCHO	<ul style="list-style-type: none"> <li>Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> <li><i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i></li> </ul> </li> <li>Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT</li> <li>Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status</li> </ul>
	<b>Districtwide actions/services provided to site to reach goal:</b>
	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:</p> <ul style="list-style-type: none"> <li>.5</li> </ul> <p>Our site efforts to improve EL achievement also include:</p> <ul style="list-style-type: none"> <li>1 certificated volunteer 6 hours per week for small group instruction</li> <li>RTI Strategic Learning Grouping; platooning/tiered interventions</li> <li>Site training and collaboration for Integrated and Designated ELD in the classroom: differentiation, scaffolding</li> <li>Explicit vocabulary building program</li> <li>1 hour daily pull out instruction for NEP's</li> <li>Paraprofessional classroom one-on-one push in classroom support</li> <li>Daily universal ELD instructional time</li> <li>ELAchieve instructional materials and sentence frames</li> <li>Increase ELD/Literacy coach collaboration time with classroom teachers</li> <li>ELD/Literacy coach support implementation of new ELA curriculum</li> <li>ELD/Literacy continue providing mini-professional development during staff meetings</li> </ul> <p>Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:</p> <ul style="list-style-type: none"> <li></li> </ul>
	<b>School goal(s):</b>
	67% or more EL students will meet or exceed standards as measured by district and state standardized assessments. ( In 2015-2016 45% of students met the standard and in 2016-2017 46% met the standard. This a 1% improvement.) We consistently have a large number of students who do not progress. If we can, reduce this number of students by 50% (7 students), we will meet this goal.
	<b>Data used to form school goal(s):</b>

	AMAO and CELDT data and ADEPT Assessment District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS
	<b>Findings from the data analysis:</b>
	This year we have 42 EL students or 12% of our total population. Over the last three years our redesignations moved from 9% to 2% to 10%. This is a 7% drop followed by 8% increase. In a similar 3 year pattern EL students demonstrated improvement toward the acquisition of English by moving from 52% to 49% to 58%. This is 3% drop and a 9% increase. We do not have any hard evidence to explain the drop in the middle year, but we do know that there was increased attention given to professional development and training last year when the scores rebounded. In spite of this rebound Franklin is not routinely meeting the state goal for the improvement and redesignation of our EL population. Our focus to improve this data and move more students forward, we need to: Consistently deliver daily Designated ELD and increase use of Integrated ELD strategies throughout the curriculum.
	<b>How progress toward school goal(s) will be evaluated:</b>
	AMAO and CELDT data and ADEPT Assessment District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS CAASSP

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED .5% FTE Certificated	Choose an item.	District hire
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	AUGUST 2017- JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	Materials and Supplies	LCFF Supplemental (0002)	\$293.00
PARA PUSH IN CLASSROOM SUPPORT	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS PARA	English Learners	Classified FTE	LCFF Supplemental (0002)  DONATIONS (9010)	\$15,492.  \$11,500
TECHNOLOGY DIGITAL CONTENT	AUGUST 2017- JUNE 2018	Principal ELD coach Tech coach	English Learners	Materials and Supplies	Magnet/Innovative (9500)  PTA (9046)	\$2563.00  \$3000.00
Afterschool homework club and writing instruction grades 3-5	SEPTEMBER 2017- AUGUST 2018	Principal Teacher	ENGLISH LEARNERS	CERTIFICATED HOURLY	PTA (9046)	TBD



## GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

DISTRICTWIDE	<b>Identified districtwide needs:</b>
	AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. <ul style="list-style-type: none"> <li>• Improve efforts to seek input from parents/guardians to support informed district/school targeted supports</li> <li>• Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources</li> <li>• 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.</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>
	<ul style="list-style-type: none"> <li>• Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program</li> <li>• Input: Percentage of parents/guardians completing annual survey</li> <li>• Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events</li> </ul>
	<b>Districtwide actions/services provided to site to reach goal:</b>
	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: 1%.</p> <p>District enrollment includes outreach and support, including translation, to assist families with online enrollment.</p> <p>Our site supports parent/guardian involvement in the following ways:</p> <ul style="list-style-type: none"> <li>School Handbook</li> <li>School marquee and website</li> <li>Autodialer calls throughout the school year</li> <li>CAASPP &amp; CELDT test reports mailed home</li> <li>Report Cards three times a year</li> <li>Parent-Teacher Conferences, in the fall and as needed in the spring</li> <li>Translation available for parent meetings</li> <li>Wednesday envelopes (returned signed each week)</li> <li>Teacher phone calls and emails</li> <li>Morning Assemblies</li> <li>Homework</li> </ul>

	<p>SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year</p> <p>PARI (Promotion, Acceleration, Retention, Intervention) process</p> <p>Fall Back to School &amp; Kindergarten Information Nights</p> <p>Newsletters &amp; Teacher newsletters</p> <p>Open House</p> <p>ELAC (English Language Advisory Council), monthly meetings</p> <p>SSC (School Site Council) meetings</p> <p>PTA meetings/events, monthly</p> <p>Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups,</p> <p>ELL (English Language Learner) Parent Survey</p> <p>ELD (English Language Development) Redesignation Ceremony</p> <p>Attendance/SART</p> <p>Awards and Award ceremonies throughout the year</p> <p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
<b>SCHOOLWIDE</b>	<p><b>School goal(s):</b></p>
	<p>10% of parents attend the School Smarts programs.</p> <p>90% of parents attend Back to School Night</p> <p>98% of parents attend the Fall Parent Conference</p> <p>66% of parents join the school PTA.</p> <p>2210 volunteer hours: for every one hour of school time parents currently volunteer two hours.</p> <p>Increase parent attendance at ELAC meetings from an average of 4 parents (10% of the EL population) to 10 parents (25% of EL population) at each meeting.</p>
	<p><b>Data used to form school goal(s):</b></p>
	<p>Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign-in sheets, school-loop data of usage, online newsletters, Blackboard autodialer data, Survey data.</p>
	<p><b>Findings from the data analysis:</b></p> <p>School Smarts attendance data shows that we have better attendance when we hold the event at our site. In 2016-2018, less than 1% of parents attended school smarts. We dropped about 6% last year when the meetings were held at a sister site. We have never had more than 25 participants or</p>

	7% attendance. My recommendation would be to compress the timeline from seven evenings to a single Saturday seminar with workshops. This would be better for busy working families of all economic means.
	<b>How progress toward school goal(s) will be evaluated:</b>
	Attendance sign-ins, numbers of graduates for school smarts, PTA membership rosters, PTA volunteer records

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
<b>PARENT COMMUNICATION</b> – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS & TRANSLATORS WHEN NEEDED	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All	Classified Hourly	Choose an item. Discretionary (0001)	TBD
<b>PARENT EDUCATION OPPORTUNITIES</b> – (IE: SCHOOL SMARTS ACADEMY, BUILDING CONFIDENT CHILDREN CLASS, MIDDLE SCHOOL OPTIONS SYMPOSIUM)	OCTOBER 2017- APRIL 2018	PRINCIPAL TEACHERS PTA	All	Certificated Hourly	PTA (9046)	TBD

## GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	<b>Identified districtwide needs:</b>
	<p>A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> <li>• Maintenance of a highly qualified teaching staff</li> <li>• Provision of adequate instructional materials</li> <li>• Maintenance of a safe learning environment</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>
	<ul style="list-style-type: none"> <li>• Teacher Qualifications <ul style="list-style-type: none"> <li>○ Percentage of teachers fully credentialed and highly qualified</li> <li>○ Percentage of teachers qualified to teach English Learners (ELs)</li> <li>○ Percentage of teachers appropriately assigned</li> </ul> </li> <li>• Instructional Materials: Number of substantiated Williams textbook complaints/year</li> <li>• Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)</li> </ul>
	<b>Districtwide actions/services provided to site to reach goal:</b>
SCH	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities.</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> <li>• Annual renewal or replacement materials for adopted curricula</li> <li>• Board-approved materials for new courses</li> <li>• Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels.</li> <li>• 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption.</li> <li>• Science curriculum through the Full Option Science System (FOSS) – K-8</li> <li>• Supplemental ELA curriculum through Inquiry by Design (IBD)</li> </ul> <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: infrastructure improvements, increased security measures and potential reconfiguration of kinder classrooms and the multipurpose room.</p>
	<b>School goal(s):</b>
	<p>Support teachers in attending district professional development.</p> <p>Build teacher capacity through site collaborative learning.</p> <p>Site support for successful implementation of core curricula.</p>

	Monitoring and evaluation for continued learning and accountability.
	<b>Data used to form school goal(s):</b>
	SARC Data
	<b>Findings from the data analysis:</b> <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	100% of teachers at Franklin are credentialed and highly qualified. 100% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. See 'metrics' indicated above.
	<b>How progress toward school goal(s) will be evaluated:</b>
	SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES AFTERSCHOOL INTERVENTION, TEACHER TRAINING, AND COMPUTER TUTORIALS	AUGUST 2017 - JUNE 2018	PRINCIPAL TEACHERS	All	Certificated Hourly	PTA (9046)INNOVATIVE (9500)	TBD
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT	AUGUST 2017- JUNE 2018	DISTRICT PRINCIPAL TEACHERS	All	Certificated Subs	Choose an item.  DISTRICT	TBD
ADD SOME SCHOOL IMPROVEMENT/MAINTENANCE EFFORTS GOING ON YOUR SITE: PROFESSIONAL DEVELOPMENT, CAMPUS BEAUTIFICATION ONGOING, ADDITIONAL TREES	SEPTEMBER 2017- JUNE 2018	DISTRICT PRINCIPAL PTA TEACHERS	All	Certificated Subs	PTA (9046)DISCRETIONARY	TBD

# SITE BUDGET SUMMARY: Discretionary Funding

04- Franklin [Read-Only] - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW ACROBAT

Clipboard Font Alignment Number Styles Cells Editing

READ-ONLY We opened this workbook read-only from the server. Edit Workbook

C10

1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
2	Franklin		B3	C112	C113	C114	C122	C135			C137					
3	Resource	Program	2017-18	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services	Total Budgeted	Unbudgeted Balance	Check					
4				Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx								
5	0001	Discretionary	\$ 28,047	\$ 1,560	\$ 4,452	\$ 2,734	\$ 14,195	\$ 5,106	\$ 28,047	\$ -	28,047					
6	0002	LCFF Supplemental Grant	\$ 15,785	\$ -	\$ 9,720	\$ 5,772	\$ 293	\$ -	\$ 15,785	\$ -	15,785					
7	3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0					
8	0002	In Lieu of Title 1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0					
9		Innovative	\$ 24,971													
10																
11		Grand Total	\$ 68,803	\$ 1,560	\$ 14,172	\$ 8,506	\$ 14,488	\$ 5,106	\$ 43,832	\$ -	43,832					
12				2%	21%	12%	21%	7%								
13																
14																
15																
16																
17																
18																
19																
20																
21																
22																
23																
24																
25																
26																

Summary Discretionary 0001 LCFF Supplemental - 0002 Title 1 - 3010 In Lieu of Title 1 Innovative Assumptions

READY

Search the web and Windows

12:18 PM 4/19/2017

# CATEGORICAL FUNDING SUMMARY:

## Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, 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.)

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
X Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 24,971.00
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 24,971.00

<sup>1</sup> For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

# SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the 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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Norm Long	M	600	E				X	
Dustin Askvik	M	700	E		X			
Susan Isola	F	202	E		X			
Jo Fetterly	F	700	E	X				
Meghan Forder	F	700	E				X	
Michelle Thomas	F	700	E		X			
Margarethe Olsson	F	700	E				X	
Tara Etayo	F	700	E				X	
Lynnette Chirrick	F	700	E				X	
Kristin Sagen	F	700	E			X		
<b>#s of members of each category</b>				1	3	1	5	

*\*See race/ethnicity codes in Aeries*

**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?

no

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

We survey and communicate consistently with the PTA, ELAC, and SPED parent bodies.

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?

Through direct communication with the ELAC leadership and one ELAC council member.

# 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

☒ 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: 4-19-17.


Attested:

Jo Fetterly  
Typed name of school principal

  
Signature of school principal

4-24-17  
Date

Tara Etayo  
Typed name of SSC chairperson

  
Signature of SSC chairperson

4-26-17  
Date

# 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:

Our special education staff works collaboratively with general education teachers to provide intervention support for students who are below grade. Depending upon caseloads, special education teachers and paraprofessionals work with some of our lowest performing students who do not qualify for special education. Students who do not have IEPs (Individual Education Plans) and need extra small group support, especially in the area of reading, join pull-out groups to have direct instruction from special education staff. When paraprofessionals are assigned to do push-in support for students with IEPs, other students who may also need extra help can also join the group tutored by the paraprofessional. LCFF money is used to hire a paraprofessional to serve small groups of unduplicated students. In short, special and regular education teachers work in tandem as much as possible to improve the English language arts achievement of all students who are below grade level.

# APPENDIX B: INNOVATIVE PROGRAM AND MAGNET SCHOOL

## REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools 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 and Magnet School 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.

*Please note: The answers in black are from last year; the blue font are the answers from this year (year two).*

### Setting the Stage

#### **1. When and why did the program start?**

An iteration of the program started several years ago with our principal. She put together a committee of teachers that began looking into various ideas for an Innovative Plan. Last year, the committee settled on the idea of Blended Learning and started doing research: reading, visiting a “Flipped” school, and talking to experts. The committee decided to pursue Blended Learning because the teachers saw a way to potentially improve teaching and learning – and to potentially help various sub-groups and emphasize some of the technology students will need to know beyond elementary school.

#### **2. What is the vision and mission of the program?**

The teachers decided to start with “How might we use Blended Learning to improve teaching and learning?” as our guiding question. That is our big-picture mission. We also came up with various aspirations and then brainstormed what benefits we would see if we could reach those aspirations. Though this teacher list has evolved somewhat, here is what it looked like at the beginning of the project ...

#### Aspirations:

- Reduce or eliminate paper homework.
- School/Grade/Class Communication
- Have a real online presence.
- Use online formats to send parents mini-lessons to review with students.
- Computers at home or ones that can go home.
- Small group time
  - Overall intervention
  - RS
  - ELD
  - GATE
- Wireless Classrooms
- Interventions that are online, self-paced, self-monitoring
- No Paper
- Individually Paced
- Real-time feedback.

- Quickly provide students with online images and articles related to current topic.
- I want to learn how to use the computer, etc. for all these things people are doing.
- Videos/lessons to reinforce concepts at own pace.
- Use technology to collect data to inform planning/teaching.
- Equip students for 21<sup>st</sup> century higher learning careers.
- Efficient use of small group time and opportunities for ELL differentiation.
- Reduce paper, copies; save money.
- Each child to be on the same technological playing field.
- More complete accountability from online.
- Have more small group time to meet individual needs.
- With a class coming to me with a WIDE range of abilities, I would like to take advantage of any strategies/blended learning that will give me the most bang for my buck.
- Have every child challenged at their own level.

**Benefits: What are the benefits if we are able to see out these aspirations?**

- Blended Learning is designed to enhance the partnership between home and school, allowing students more individualized instruction while increasing technological literacy to prepare them for 21<sup>st</sup> century learning and careers.
- Deeper learning/understanding.
- Prepares students for college/workplace.
- Students are meeting expectations and developing confidence in their abilities.
- Students on grade level and beyond. All proficient!
- All students will be ready for real-world learning and experiences.
- More enthusiasm.
- Foster/maintain a school community culture around learning.
- Student engagement. The more they are engaged, the more they absorb.
- Differentiating instruction more effectively.
- Increased engagement and enthusiasm.
- More rewarding teaching.
- Students are engaged.
- Kids feel successful.
- Fun, engaged learning.
- Individualized.
- More \$ for other things.
- Self-paced understanding.
- Enthusiasm for homework.

During the second year, we have been refining our work. This has included the process of planning Blended Learning lessons, implementing those plans, observing each other, reflecting on those plans, and using observations and feedback to continue improving. We also dedicated two professional development days to developing strategies to use Blended Learning to improve our ELD practices, and we have test-run and shared a number of new digital tools and materials. Finally, we continued to develop and share our digital “know-how” with mini-lessons and practice.

### **3. What are the goals of the program?**

In addition to the goals implied by the aspirations and benefits, we hope to make sure that every teacher is a Blended Learning master by the end of the second year so that we can proceed with our Blended Learning program when we no longer have a coach or PD [and/or when our coaching hours are reduced \(as in the plan for next year\)](#). We also hope to spread the word about our work to other schools in the district so they can benefit from what we've learned. Some of our plans for next steps:

- More carefully looking at data and measurements.
- Assessing student outcomes.
- Devising various measures.
- Looking at sub-groups.
- Analyzing the effectiveness of various efforts.
- Sharing best practices (school and district).
- Mastering technology and building the skills of the learning community to keep finding new technologies and resources.
- Building resources (e.g. video libraries and facility with tools).
- Turning every teacher into a Blended Learning coach.
- Adding to best practices.
- Addressing new questions and challenges.
- Celebrating more successes!

### **4. What are the student performance expectations resulting from being a different type of program?**

We are still collecting data. We expect that we will see a variety of improved outcomes, some that should show up in our testing results, others from measures we are collecting on site. Our early results show improvement for all sub-groups in academic outcomes and in outcomes like familiarity with new technology and platforms and improved keyboarding speed and accuracy. Though we don't have final results yet, we expect that this approach to be particularly helpful with students who are either way ahead or way behind.

[In the second year we are seeing continued improved outcomes in student use and mastery of various online/blended skills: keyboarding, curriculum enhancement/extension, and individualized instruction. Also, where we have been able to measure student outcomes, we are seeing improvement.](#)

### **5. How will the program measure progress toward goals?**

We have been measuring progress in a number of ways. One is by assessing comparing what we've accomplished to our aspirations. (For example: We wanted to be sure all teachers understood the tools available to reach/teach students and we wanted to improve communication. Since all teachers have now created an active website and since most teachers have mastered the major Google functions available to our students through their district Google accounts, we feel we have reached those goals.) We are also creating our own measurements, checking available data, conducting surveys, and looking at test scores. All of those will help us measure progress.

[We have been measuring our progress in several ways during our second year: continuing to check our accomplishments against our goals and aspirations, detailed teacher surveys, and analysis of work done by students and teachers. For students, we are looking at measures of their work and at their mastery of various skills; for teachers, we are looking at their lessons as well as their use of things like their websites and their use of various digital tools and materials.](#)

### **6. How will the school know that students are learning? What will this look like in classrooms?**

Please see the answer above. It will take on many different looks in classrooms, depending on the grade and the teacher's focus. It might look like half the class working with the teacher while the other half learns something through a video the teacher created; it might look like students using Google classroom to conduct a conversation about an article or infographic or video; it might look like students practicing keyboarding and analyzing their results to improve accuracy and/or speed; it might look like students creating, sharing, and collaborating on documents and presentations; it might look like students practicing math problems that they're struggling with or reviewing videos on particular skills that they need to practice.

As time has gone on, though what it looks like in classrooms is similar, we are looking more at results and data from various tools and subscriptions we are using. We are also watching each other, reflecting on our work, and modifying lessons based on observations and feedback.

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

We can tell some of this by usage numbers (e.g. for databases, typing programs, and videos) and we can tell some of it through how much time students are spending on their own on these skills and projects. (We can see the time spent and look at projects in many cases.) Teachers are also checking results. Some of our newer tools allow us to see not only how much time students are spending on building skills but also what times they are on (e.g. during school, outside of school).

**8. Identify the types of data that will be used to collect, disaggregate, analyze, and report student performance.**

Some we've come up with so far:

- Surveys
- Google Projects
- Test Scores
- SuccessMaker Results
- Efficiency Measures (with classes that use a rotation or "station" model)
- Classroom Assessments
- Several of our newer digital subscriptions allow us to measure student achievement, progress, and achievement. Some of these include Stride, MobyMax, Spelling City, and RazKids.

**9. How will the program encourage parental and community input and involvement?**

Part of the answer here is in the improved communication with parents through better websites and videos made for parents. Another part of the answer is that parents will be seeing what students are learning through instructional videos. Our PTA has been very interested and supportive.

In the second year, we have continued to communicate with parents, often enlisting their help to assist us in spreading the word about our program and our results. We have used the parent newsletter, bulletin boards, the website, PTA meetings, and some other parent meetings to discuss the program, answer questions, and share information.

**Leading for High Performance**

**1. How is the stated vision and mission related to student needs, current research, and the belief that all students can achieve at high levels?**

Students need to be able to learn, create, and communicate virtually. According to current trends and research, students in middle school, high school, college, and beyond are using skills we are currently teaching our elementary school students. These Blended Learning tools are particularly useful with students who are advanced and others (ELL and/or disadvantaged students) who may be behind.

**2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program?**

Students are working on various pieces that are key parts of the K-5 standards. Blended Learning works with the K-5 curriculum and helps individualize instruction.

**3. To what extent do all students receive support and have access to a system of personal support services, activities, and opportunities? Evidence?**

All students are receiving “blended” instruction in their classroom and through the media center. They continue this learning at home. Extra support currently takes place in the form of teachers who offer extended time [before and/or](#) after school for online learning.

**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?**

Teachers are using a variety of strategies, resources, and experiences that come from databases, outside organizations, and all sorts of educational storehouses. Some examples of specific pieces we’ve used in classes and at home: Google Classroom, e-books and e-magazines, World Book Online, Google Slides, Google Docs, Typing Pal, Kahn Academy, teacher videos, educational videos from other sites, various apps and websites. We’re currently investigating adding to these resources with materials and strategies from organizations like FuelEd that specialize in Blended Learning.

[During the second year, we added a number of digital subscriptions, tools, and resources. Some examples: MobyMax, Stride \(from FuelEd\), Peak \(from FuelEd\), Spelling City, ebooks from Mackin, and RazKids. We have continued to experiment with new sites and are adding several additional \(or different\) digital resources for next year. Some of our new subscriptions will include Brain Pop, Brain Pop, Jr., Brain Pop ESL, and Mystery Science. We have also decided, based on our experience, to renew most of our older subscriptions.](#)

**5. To what extent do teachers analyze data collaboratively? Evidence?**

Teachers sometimes analyze data with the Blended Learning coach. Other times, teachers look at data with other teachers. Some examples: evidence from tests, SuccessMaker, keyboarding, and Google accounts. This is a piece we are still working on.

[As mentioned in a previous section of this document, in the second year, teachers took a more systematic approach to planning lessons, sharing out about their progress, observing other teachers, and analyzing how things went. Some of this work is still in progress and will continue through the end of this school year.](#)

**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, 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 justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching 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

Blended Learning is an avenue that supports the goals of our Theory of Action. The digital skills and content available for differentiated learning in addition to classroom instruction levels the field for students who have traditionally found barriers to success impeded by limited instructional choices. The digital instruction coupled with traditional instruction provide students with multiple means of accessing the knowledge and skills necessary for post-secondary success.

I was unsure about the answers to these questions.

### **Improving Our Teaching Practices**

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

We do not have all of this data yet. Some will be related to upcoming test results. Some is kept by teachers. We can look at evidence based on any of the data from results listed above.

As of the second year, we have been studying detailed data from several sites, including: Stride, MobyMax, SuccessMaker, Spelling City, and Typing Pal. By the end of the year, we will also be looking at usage of some of our digital tools like the World Book Online and InfoBits (a subscription database used for various kinds of research). Our results show a range of improvement. Some of the improvement is from having the chance to re-teach some of these skills/tools. We believe other parts of the improvement has come from spending more time with some of these tools.

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

Teachers look at various numbers from things we're doing to teach, re-teach, or guide students.

#### **3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set?**

I'm not completely sure, but all of our teachers have energetically participated in the Blended Learning PD we've done this year.

#### **4. How are teachers provided feedback on instructional practices to improve instruction?**

Teachers share instructional practices and receive feedback during our Blended Learning PD days and sometimes during meetings with the Blended Learning coach.

During the second year, teachers have also received feedback from each other (based on observations and reflection) and from the data from various digital resources.

#### **5. How is the program's theme integrated?**

We frequently revisit our guiding question, our aspirations, and our ideas about the benefits. This is reflected in the teachers' work.

### **Findings and the Road Ahead**

#### **1. Significant Accomplishments:**

- All teachers helped build the definition of Blended Learning.
- All teachers contributed to aspirations and benefits.
- All teachers feel some ownership of the project.
- All teachers now have an operational website. (At the beginning of the year it was a just a handful.)

- Over half of our teachers are using instructional videos for students and/or parents. (At the beginning of the year, this was not happening.)
- All teachers have spent time learning new technologies, tools, websites, and techniques.
- All teachers have learned how to use various Google apps to better instruct students (Google Classroom, Google Docs, Google Slides, and Google Forms in particular).
- About a third of our teachers have created their own instructional videos.
- All teachers have adopted the necessary growth mindset in relation to this project.
- Staff researched screen time recommendations and held discussions with our community about them. Staff also incorporated these recommendations into our practice, partly by creating guidelines and partly through individual practice.

#### Year Two:

- Piloted various new digital tools and resources.
- All staff participated in a full day training from the Blended Learning professionals from FuelEd.
- All staff planned, observed, and shared Blended Learning lessons.
- Staff figured out various ways to measure student outcomes.
- Dedicated time to ELD/Blended Learning issues.
- Coordinated with the ELD coach on two Professional Development days.
- Teachers developed various skills and practiced Blended Learning lessons.
- Teachers and staff shared out about progress, results, problems, and questions. Teachers appeared more comfortable this year sharing out about questions and problems, which seems to indicate progress here.
- Developed a system for teachers to conduct observations and share reflections.
- Continued to collect and analyze feedback from teachers to improve the program.

## 2. Identify areas that need improvement:

- Assessment/Measures
- Tools
- Teacher-created content.
- Communication with parents.

**Why?** We need better measures to make sure that what we're doing is improving outcomes for students. Better tools may help us get there. We've found teacher-created content to be useful, so we'd like to see more of it. Our parents like to hear and see what we're doing, and we've just begun to figure out the best way to show/tell them about what we're doing and to work with them as partners. Mostly we just need more time to collaborate, learn, and work.

#### Year Two:

We still need more time to develop quality plans appropriate for ELD students. We also need to spend more time analyzing student results, collaborating (especially among grade level teams), and reflecting on each other's practice in order to refine our work. Finally, we need to continue to develop our tech skills and expertise.

## 3. What will be changed next year? How will things be done differently?

We are really looking forward to hitting the ground running next year. This year, we were figuring out a lot, starting up a numbers of things, learning quite a bit. Next year, we'll have more expertise and more access to more tools, so we'll start in a more advanced place. We'll also be able to build on everything we built this year.

#### Year Two:

We had some challenges coordinating times for the coach and teachers to meet and collaborate. Next year, we hope to do more co-teaching and teacher-teacher observations (aided by the coach taking classes to allow teachers time to observe). We'd also like to see more teacher collaboration, especially because the coaching hours will be reduced. We know better know what kinds of resources work best for Blended Learning, as well as how to teach/use these resources. We also know more about how/why to collect data and develop collections of video. Since we are more aware of what we can/should do with our resources overall, we should continue to improve our teaching practices, and we would expect better student outcomes. As we collect more data, and as we learn how to use the data more effectively, we should see teachers using the data to develop, change, and improve their teaching.

#### **4. How has the program changed over time?**

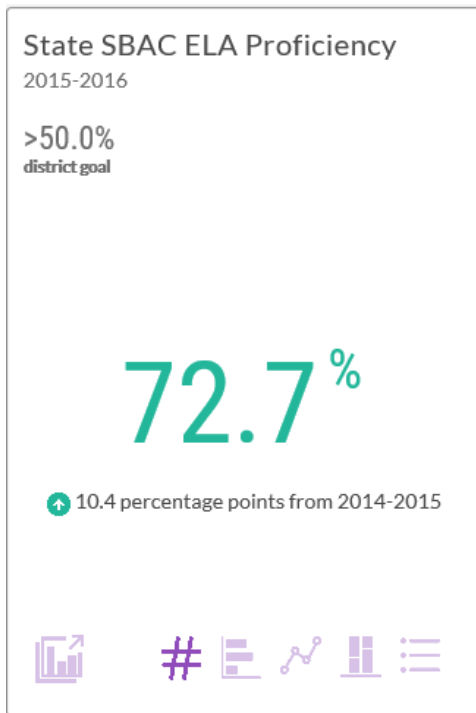
As we have become more skilled (e.g. creating video, looking at data, utilizing helpful resources), we're creating more content, building out our websites, and communicating differently with parents. We changed course slightly when we saw a concern about screen time. We had a breakthrough of sorts when one of our teachers found success with her videos. We've had smaller changes in direction when we've found and/or utilized better strategies and resources.

#### What learning and surprises emerged?

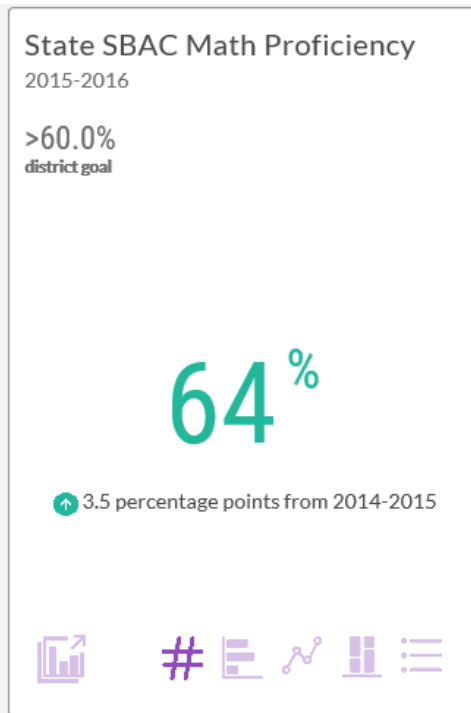
Our work went in several somewhat unexpected directions. We spent more time on places where Blended Learning and ELD overlap than we anticipated – and we realized that this work will take us longer than we thought. We also decided to spend more time and focus on sharing teaching practices, and we incorporated more feedback and planning from our school technology committee than we have in the past. One example of a benefit to this approach: This helped us develop more of a systematic approach to observing each other and sharing learning from these observations.

In general, we learned more about Google functions; planning and implementing Blended Learning lessons; and using various digital tools and resources.

# Data Analysis

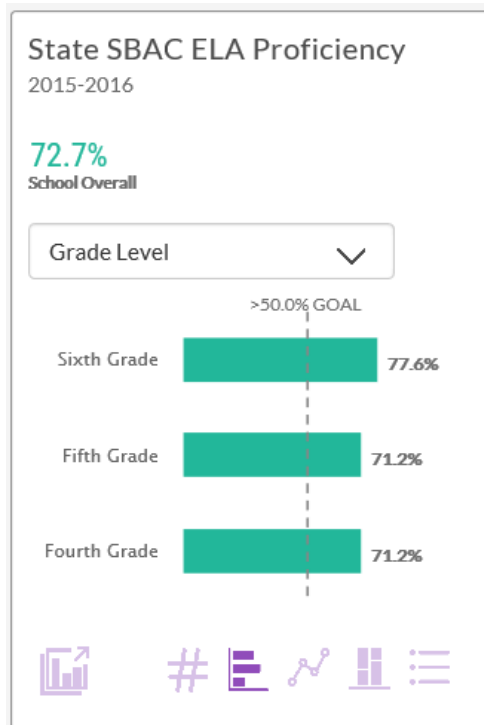


A

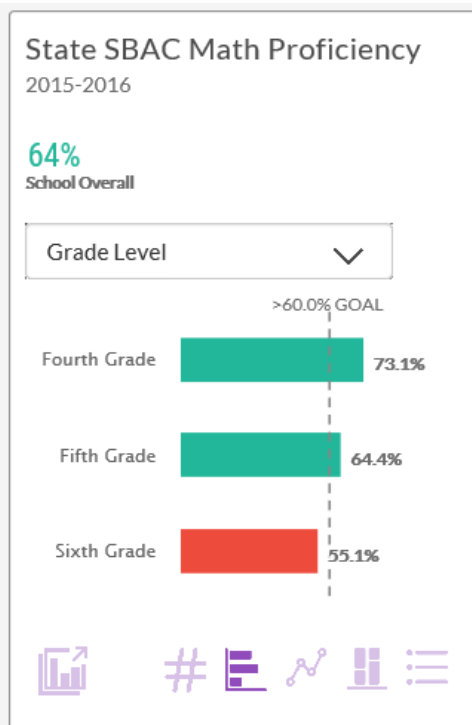


B

Franklin's population has improved in the percentage of students scoring proficient or above in both ELA and Math since 2014-2015. We continue to exceed the District goal in both subject areas.

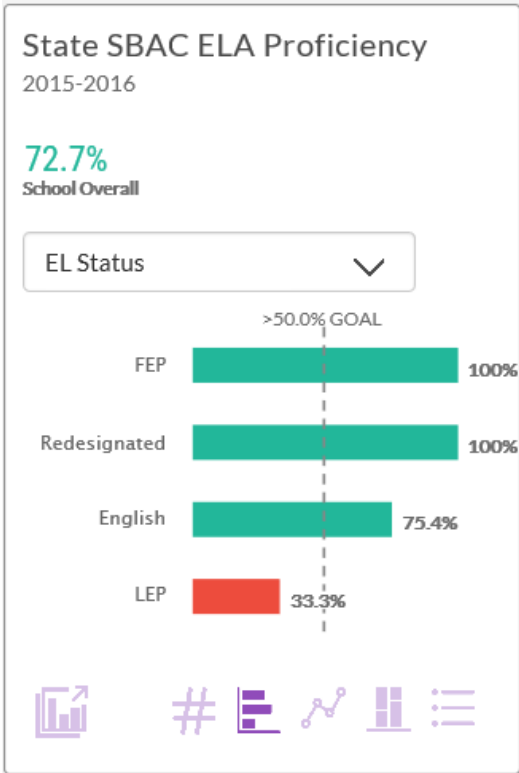


C

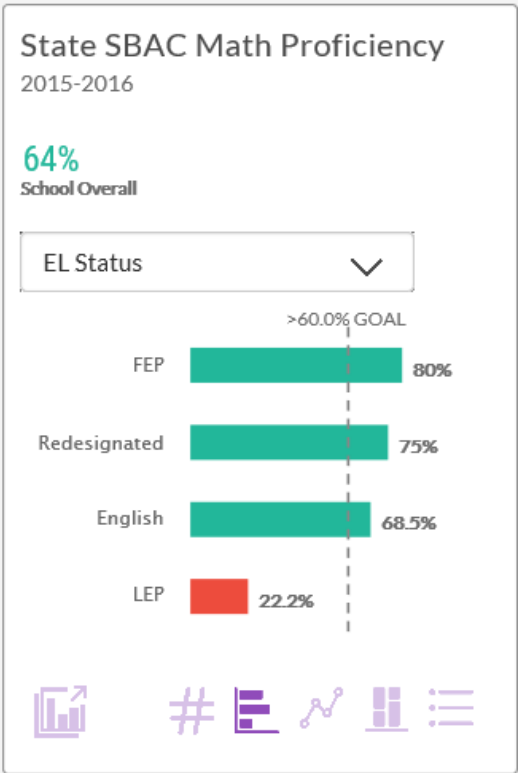


D

In ELA proficiency, students in all grade levels are scoring significantly higher than statewide and District goals, with fifth grade scoring highest. Math has a greater discrepancy between the grades, with third graders scoring highest, followed by fourth, then fifth, which scored slightly below the District goal of 60% of students in the Proficient range or higher.

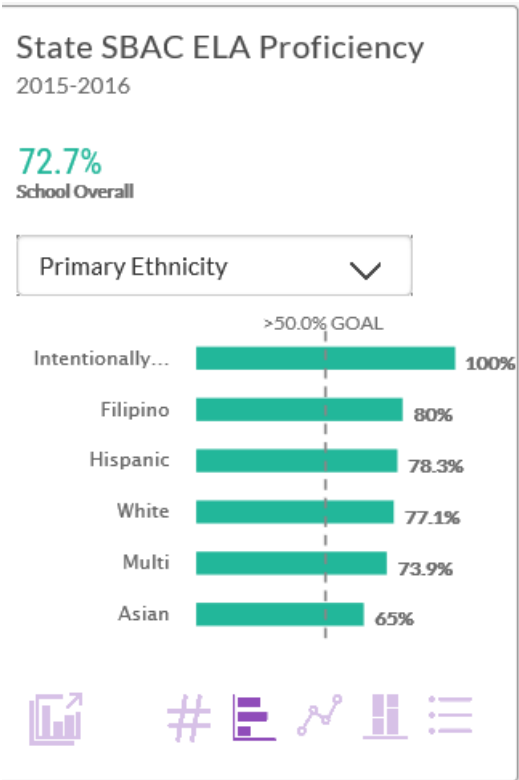


E

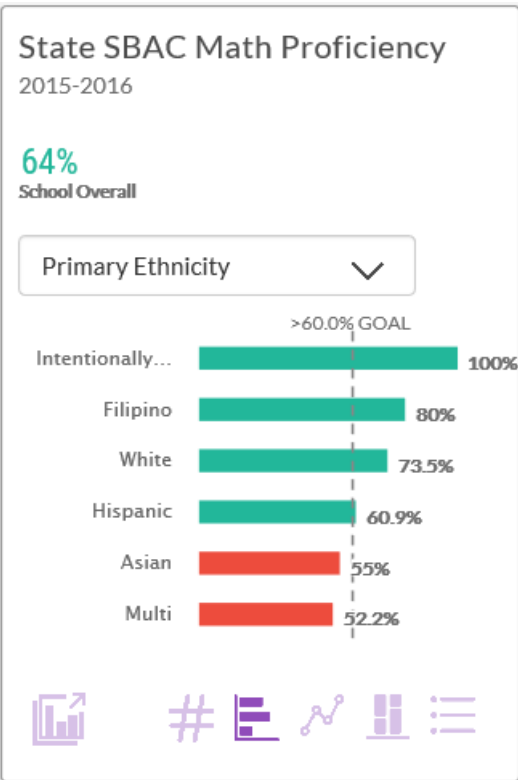


F

Scores disaggregated by English Language status has been provided in graphs e and f. Students in the Fluent English Proficient, Redesignated English Proficient, and English Only all scored higher than goals set. Our students with limited English Proficiency did not make goals in either subject.

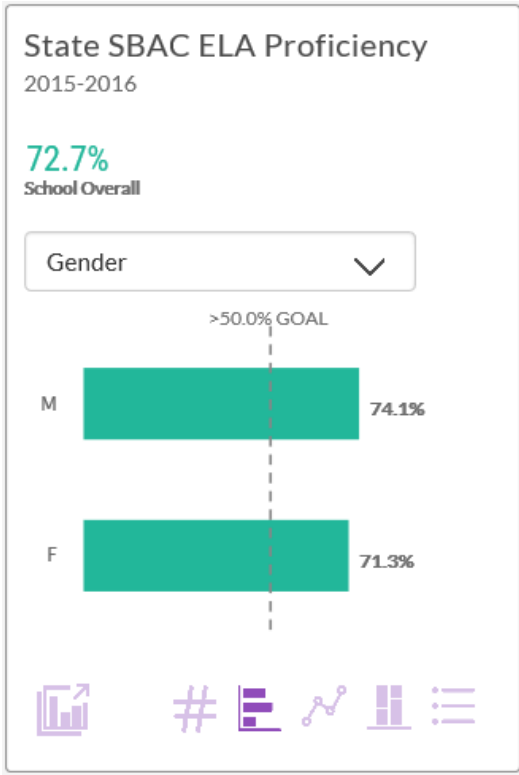


G

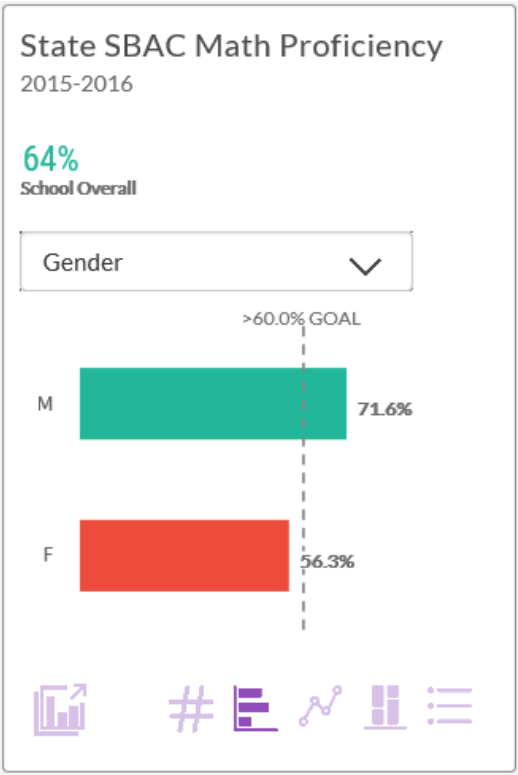


H

When data is disaggregated by ethnic group, we note that all ethnic groups are meeting goals set in English Language Arts, while students whose families identify as Asian and Multiple ethnicities did not meet the goal in Math.

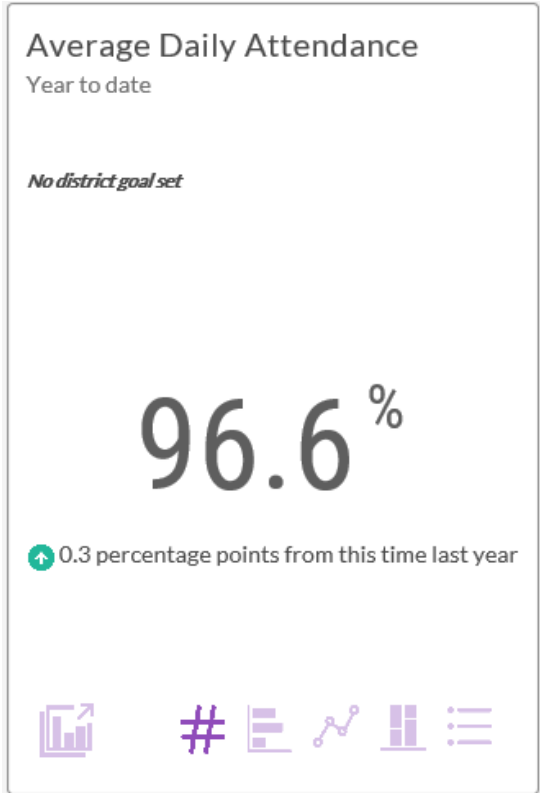


I

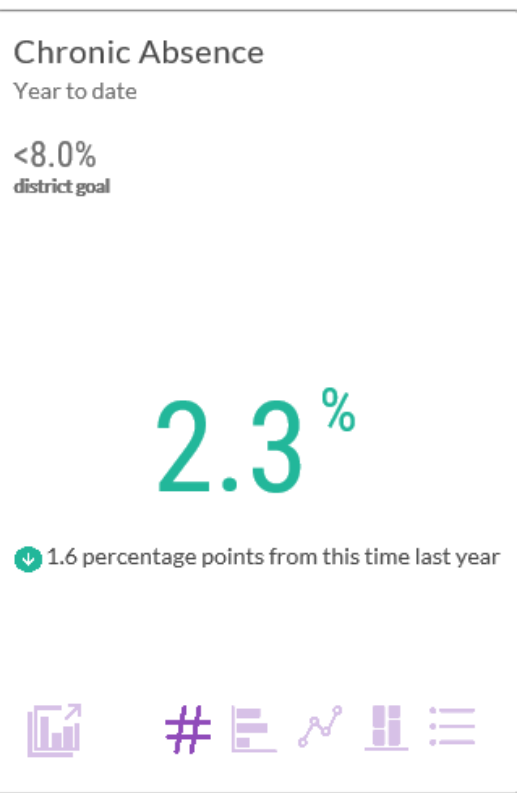


J

Overall, male students met the goal set in both English Language Arts and Math. In both subject areas, males at Franklin are outperforming females, particularly in math.



K



L

While we have seen improvements in our Average Daily Attendance and the number of students chronically absent, this continues to be a focus area of our School Site Council as we look for ways to improve attendance and support families who may be struggling to get their children to school.