

The Single Plan for Student Achievement 2018 – 2019

School: Benjamin Franklin Elementary School

CDS Code: 33-67058-0107961

District: Desert Sands Unified School District

Principal: Elvira Gutzwiller

Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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THE STORY: Briefly describe the students and community and how the school serves them.

Located in beautiful La Quinta, CA, Benjamin Franklin Elementary School, an International Baccalaureate World School and Title I, serves the socioeconomically and ethnically diverse populations in grade TK-5. Our faculty and staff provide a nurturing and stimulating environment in order to help our students become engaged and successful life-long learners. Our school opened its doors in 2005 and since then has provided a rigorous academic program and involved our students in extracurricular activities. We have a partnership with McCallum Arts Theatre and all of our students in grades 1-5 are part of their Aesthetic Arts in Education Program. The school's Fall 2017 student enrollment was 730, of which 73.4% are of Hispanic descent, 20.3% are white, 2.60% are African-American, .30% are Asian, .70% are Filipino, .30% are American Indian or Alaskan Native, and 1.20% are multiracial. Spanish is the home language of 26.30% of our students. The school's unduplicated pupil percentage is 78.21%: 26.30% are English Learners, 75.8 % are from low-income families eligible for free or reduced-priced meals, .50% are Foster Youth, and 10.8% are students with Individual Education Plans (IEPs).

Our Title I Schoolwide program includes the following. Student progress on school, district, and state CAASPP assessments are monitored frequently. Students not making adequate progress are identified, interventions are prescribed and parents are invited to be an integral part of the improvement plan. The Instructional Coach and IB Coordinator provide tremendous, on-going support to the instructional staff to ensure maximum student progress. Other student support personnel, such as intervention specialists and attendance clerk monitor progress and communicate and educate families to increase student achievement. The first source of intervention is the classroom teacher; our belief is that the greatest resource to our children is in "first best teaching" using highly effective, research-based strategies that result in student success.

This year we focused on meeting the academic needs of our English Learner and Special Education students and Early Literacy, prioritized to meet students of those who are more challenged by language and/or economic barriers. We increased our family and parental involvement with Coffee with the Principal, Family Learning Nights and opportunities for parent and community volunteers. This year we also created a schoolwide vision with staff, parents and students. Our certificated and classified staff is dedicated to meet the needs of every child, every day. This year we increased the strength of our PLCs with teachers meeting regularly with a focus on all students being engaged in rigorous curriculum. We strongly believe in quality staff professional development. This school year we are part of Cohort I of MTSS implementation, all of our staff have received training in our International Baccalaureate Programme, and we are strengthening our work in Professional Learning Communities. Our goal at Franklin is to offer the highest quality education and meet the needs of the whole child.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2018-19 SPSA support grades TK-5 in efforts to increase student achievement, parent involvement, staff professional development, and student engagement.

Professional development will be expanded to include Professional Learner Communities (PLC's). Work in PLCs will consistent and monitored by administration with the assistance of the instructional coach and IB coordinator. PLCs will be the umbrella of our work in MTSS/PBIS, the PYP IB Programme, Rigor, Relevance & Student Engagement and our TRAC goals. We will continue work with International Baccalaureate, the Aesthetic Arts, technology, and in improving learning and teaching. Teachers will receive on-site and off-site professional development in these areas. Additionally, we will implement a Charger Power Center (Learning Center) focused on meeting the academic and behavior needs of students wih IEPs and at-risk students. We will continue to increase parent involvement with our Family Learning Nights and parent education. We will increase opportunities to engage in their students' learning with parenting classes. Student engagement will continue to be a focus with our after-school activities, music and STEM. We will also increase student engagement and voice with increased teacher leadership of our ASB and increased student activities. This year we will also have the PIQE (Parent Institute for Quality Education) in the the spring of 2019.

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Based on our need for improvement, our school made a 2017-18 collective commitment to increase student achievement school wide in Reading Comprehension. In grades K-5, evidence of implementation of this goal included anchor charts, sentence frames, graphic organizers, teacher read-alouds, grade-level planning using curriculum resources, progress monitoring, small group instruction, and posted learning objectives. Teachers used formative assessments to determine needs and in grade levels discussed areas of weakness and concerns that would be addressed during a dedicated daily intervention. The principal and instructional coach and IB coordinator monitored progress in this area with frequent classroom visits, PLC monitoring and reviewing PLC minutes. Our local goal this year is an increase in reading comprehension of 5% for Grades K-2 as reported on benchmarks and to improve the ELA performance for all student groups in the 2017-18 ELA CAASPP (Grades 3-5) to 17.4 below level 3 (standard met).

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Our 2017 CAASPP status in Math for All Students is Orange at 35.8 points below level 3 (standard met). Our local 2017-18 math benchmark data and the CAASPP results indicate significant improvement is needed in this area at all grade levels. In 2018-19 our school will create one or more TRAC goals for math with an emphasis on "applying mathematical concepts and procedures." Our TRAC plan for math will include a collective commitment, Smart Goals, evidence needed in the implementation, and expected dates of completion. Additionally, in 2018-19 all teachers will be trained in the PLC process and determine smart goals, common assessments, interventions and extension activities that address the needs for all students. Our 2017 CAASPP status in ELA for All Students is Orange at 24.4 points below level 3 (standard met). Our local 2017-18 ELA benchmark data and the CAASPP results indicate significant improvement is needed in this area at all grade levels. In 2018-19 our school will continue the goal in reading comprehension in our 2017-18 TRAC plan. This includes the implementation of anchor charts, sentence frames, graphic organizers, teacher read-alouds, grade-level planning using curriculum resources, progress monitoring, small group instruction, and posted learning objectives. Greater emphasis will be placed on focused and consistent work in PLCs with both vertical and horizontal articulation, emphasis on rigor, development of SMART goals and a thorough knowledge of essential grade-level content standards. The principal, instructional coach, and IB coordinator will attend PLC meetings, review PLC minutes, determine supports needed and implement those resources.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

The dashboards five-by-five placement reports indicate an area of high need: Students with Disabilities. Our Students with Disabilities group performed 119.6 below level 3 (standard met). This year we have taken steps in addressing the performance gap for all of students with IEPs. This includes an emphasis in scaffolding instruction to meet grade-level core curriculum standards. Our SPED teachers provide resources for our general education teachers so that all students have the opportunity to access core curriculum at their instructional level. In 2018-19 we will move to the SAI model so that more students have access to their grade level content standards with both pull-out and push-in services. Additionally, the SPED teachers and Gen Ed teachers will have co-teaching opportunities, especially in grades 3-5.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

Franklin School's unduplicated pupils include 73.21% of our student population. Therefore, actions and services detailed in the SPSA and supported through Supplemental Concentration and Title I funds are designed to serve all students, but are principally targeted to increase instructional and intervention support to meet the needs of low income students and English learners. Such services include Professional Learning Communities, professional development, parent involvement, instructional coaching, instructional resources and extracurricular activities. We will use data and evidence to improve the quality of first instruction with a focus on rigor, relevance and student engagement. Training for the Rigor/Relevance Framework began in 2017/18 with the principal and instructional coaches participating in instructional rounds to support implementation. Franklin conducted PD in this framework throughout the year during SAST meetings and full PD days and will continue this in 2018-19. We will continue offering Family Learning Nights with a focus on academics and technology.

**Desert Sands Unified School District
Local Control and Accountability Plan (LCAP)
2017-2020 Goals**

LCAP Goal 1:

All students will demonstrate growth as measured by federal, state and district assessments.

LCAP Goal 2:

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

LCAP Goal 3:

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Benjamin Franklin Elementary School
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Improve the ELA performance for all student groups to achieve performance levels of Green (high/maintained) or higher by 2023.	CAASPP	-24.4	-18.7
2	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Improve the ELA performance for English Learners to achieve performance levels of Green (high/maintained) or higher by 2023.	CAASPP	-45.7	-36.4
3	Priority 4: Pupil Achievement	Academic Indicator Mathematics Improve the Math performance for all student groups to achieve performance levels of Green (high/maintained) or higher by 2023.	CAASPP	-35.8	-29.8
4	Priority 4: Pupil Achievement	Academic Indicator Mathematics Improve the Math performance for English Learners to achieve performance levels of Green (high/maintained) or higher by 2023.	CAASPP	-46.6	-38.8

2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	1	Students will receive instruction using standards-based State/District adopted core programs.		Title I Supplemental/Concentration	0 0
A.2	1	1	All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.		Title I Supplemental/Concentration	0 0
B.1	1	1	Teachers will use IO Education to analyze and monitor student progress.		Title I Supplemental/Concentration	0 0
B.2	1	1	Continue support of benchmark assessments and other common assessments to monitor student achievement throughout the year. Use the district TRAC process to monitor student progress, determine school goals with appropriate action plans to increase student achievement (District Title 1)		Title I Supplemental/Concentration	0 0
B.3	1	2	Site leadership team will participate in District TRAC process to analyze student data. (District Title 1, Title		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			2)		Supplemental/Concentration	0
B.4	1	1	Fund guest teachers during the school day for additional support during State testing.		Title I Supplemental/Concentration	1,000 0
B.5	1	1	Provide extra-duty hours to site leadership team for collaboration with principal, coach, IB coordinator, and staff regarding the overall instructional program, the improvement of ELA and Math intervention programs, ELD, the TRAC plan, and to ensure the best practices are in place to achieve high levels of all students's academic success.	X	Supplemental/Concentration	5,500
B.6	1	1	Provide release time (guest teachers) to allow classroom teachers, admin, and counselor to participate in meetings that monitor progress and determine appropriate interventions for at-risk students.	X	Title I Supplemental/Concentration	2,000 0
B.7	1	1	Provide limited term staff and/or pay extra duty to on-site staff during ELPAC testing window who been District trained to hand-score the ELPAC to allow teachers to place students appropriate by EL proficiency level. Throughout the year, allow teachers to monitor EL students' progress, evaluate students for reclassification, contact parents to attend reclassification meetings, and monitor/follow up on students that have been reclassified. (District-funded)		Title I Supplemental/Concentration	0 0
B.8	1	1	Provide extra-duty pay for Instructional Coach and/or IB coordinator extra-duty to provide timely data to teachers and principal to make decisions that will improve instruction and student achievement.	X	Title I Supplemental/Concentration	0 0
B.9	2	1	Provide release time 1-3 times a year to allow grade level teams to conduct data analysis to improve instruction and increase student achievement.	X	Title I Supplemental/Concentration	15,000 0
B.10	1	1	Purchase quality research-based supplemental materials to enhance data collection and assessment of standards based curriculum. (Manage-Bac IB data collection)		Title I Supplemental/Concentration	0 4,300
B.11	1	1	Continued support of benchmark assessments and other common assessments to monitor achievement		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			throughout the year.		Supplemental/Concentration	0
B.12	1	1	Site leadership will participate in District TRAC process to analyze student data. (District funded - Title I, II)		Title I Supplemental/Concentration	0 0
C.1	3	1	All core classroom teachers are appropriately assigned and fully credentialed.		Title I Supplemental/Concentration	0 0
C.2	2	2	Collaborative teams will meet weekly by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery.		Title I Supplemental/Concentration	0 0
C.3	1	1	Coach/content expert provide instructional assistance, support, model lessons and trainings to teachers of reading/language arts and/or math. (50% District Title I,II,III 2 1/2 days per week)		Title I Supplemental/Concentration	0 0
C.4	1	1	Instructional Coach to provide instructional assistance (modeled lessons) including full implementation of the core instructional programs and monitoring of ELA, math, and writing; overseeing the collection, analysis and use of data to improve teaching and learning; facilitating PLC meetings; effective instructional strategies, classroom management; and supporting individuals and teams with cognitive planning of ELA, ELD, and mathematics instruction. (.5 District Title 1,II, III)		Title I Supplemental/Concentration	0 0
C.5	1	1	Instructional Coach to provide instructional assistance in ELD and core content areas, providing modeling and training (SDAIE and/or SIOP model), effective implementation of ELD, assist with planning in the use of adopted ELA curriculum, academic vocabulary, reading comprehension, building background knowledge and other needs of ELD and core content teachers working with EL students. This will include extended day needed to provide interventions and coaching. (District-funded)		Title I Supplemental/Concentration	0 0
C.6	1	1	Provide staff development opportunities in the use of data analysis and collaboration using research-based instructional strategies to increase student		Title I Supplemental/Concentration	0 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			achievement. (Release time, extra duty hourly, faculty meetings TRAC and ILT. (District Title I, II funded)			
C.7	1	1	Provide meaningful and ongoing professional development for teachers, principal, coach, IB coordinator, and/or support staff. Staff to attend conferences or participate in staff development including but not limited to: the core curriculum, CCSS, ELD, McCallum Aesthetic Arts Program, IB Training, Technology Training, Cue, Google, PBIS, Kagan Structures, the effective use of of teaching strategies to differentiate instruction for all students in ELA and/or Math, increase student engagement. This includes sending staff to professional conferences, trainings and seminars. This also includes guest teacher pay, extra duty, specialists, consultants, and materials.	X	Title I Supplemental/Concentration	14,400 0
C.8	1	1	Provide guest teacher services for any of the following areas: teachers participate in classroom walkthroughs (with coach), to provide coverage for teacher visits to other sites and/or allow for admin coverage during professional conferences or other related events that need guest teacher coverage. This covers 18 days of guest teachers.	X	Title I Supplemental/Concentration	0 2,796
C.9	1	1	Provide up to 30 days of substitute teachers to cover when teachers are out for Professional Development conferences/trainings/opportunities.	X	Supplemental/Concentration	4,500
C.10	1	1	Extra-duty hours for staff to assist with program improvement or site needs for a total of 45 extra duty hours.	X	Title I Supplemental/Concentration	0 2,800
C.11	2	1	Participation in TRAC meetings to support effective collaboration, data analysis, use of protocols, setting SMART goals, etc. to increase student achievement. (District Title II)		Title I Supplemental/Concentration	0 0
C.12	1	1	Instructional staff will receive additional support from the Ed Services division to enhance English Learner academic success through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the RCOE consultants.		Title I Supplemental/Concentration	0 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			(District Title III funded).			
D.1	1	1	Provide paraprofessional who will use research-based interventions while working with small groups of Primary Grades students including English Language Learner students performing below proficiency in foundational reading skills.	X	Title I Supplemental/Concentration	0 0
D.2	1	1	Provide intervention services (during school) for identified students performing below proficiency in ELA and ELD. We will have specialists that provide services during the week. Alternative Support funding will also be used when made available.	X	Title I Supplemental/Concentration	38,800 0
D.3	4	1	Provide additional service/clerical support (translation, parent workshops, literacy nights, summer school, monitor attendance, EL progress, student achievement, attendance etc.) to support improving student achievement and parent involvement.	X	Title I Supplemental/Concentration	20,000
D.5	1	1	Purchase additional research-based supplemental language development resource materials for English Language Learners.		Title I Supplemental/Concentration	0 0
D.6	1	1	Additional 1/7 period allocated for the IB Coordinator. The IB coordinator assists the principal with the following: Student discipline issues, State and Federal Program compliance, budget, parent communication, afterschool supervision, admin designee, student leadership, school-wide activities, assemblies, instructional coaching, and other site items/issues as assigned by the principal.	X	Supplemental/Concentration	16,900
D.7	1	1	Provide supplemental and support materials for student organization/planning activities, STEM activities, science experimentation instruction, participation in site/district science fair, and additional materials for academic instruction, the site music program, International Baccalaureate activities, and extra-curricular activities.		Title I Supplemental/Concentration	0 5,000
D.8	1	1	Provide research-based supplemental materials to support increased access to core content standards of English Learners and all students performing below proficiency including smart teaching boards, picture	X	Title I Supplemental/Concentration	18,600 8,100

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			cards, realia, vocabulary development materials, supplies, printing, subscriptions, and/or maintenance agreements for machines we have already paid for. This includes purchasing both printed materials and software licenses that will be used during the day and in after-school interventions. Examples include but are not limited to Scholastic News, Excel Math, supplementary reading books, AR Licenses, Discover Education, Brain Pop, Read Naturally, Type to Learn, Robotics, Language Arts, Math, and other supplemental materials including manipulatives, folders for home-school communication, and student planners.			
D.9	1	1	Provide funding for "research-based" supplemental materials and software used in EL interventions. (Examples: leveled readers, vocabulary readers, EL Achieve materials for increased student engagement and use of language frames).	X	Title I Supplemental/Concentration	0 0
D.10	1	3	Materials, supplies and staff development to support the school counseling program in developing skills that promote academic success and health and wellness.		Title I Supplemental/Concentration	1,000 0
D.11	1	1	Collaborate with the McCallum Aesthetic Arts Program that provides teaching artists to help children learn listening, speaking, music, movement, and fine arts skills as related to the CCSS. This fee is payable to McCallum for their services.	X	Title I Supplemental/Concentration	0 10,100
D.12					Supplemental/Concentration	
D.13	1	1	Provide a specialist to offer enrichment opportunities in Music, Choir, and/or instrumentals. The specialist will provide music instruction for all students. The enrichment activities will provide a more well-rounded IB and academic program while increasing experiences, background knowledge and student achievement.	X	Title I Supplemental/Concentration	0
D.14	1	2	Provide an additional noon yard supervisor to assist with morning drop-off, lunches, recess and afternoon pick-up.	X	Title I Supplemental/Concentration	0 5500
D.15	1	3	Provide additional .5 counselor to support at-risk		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			students to gain appropriate social and academic skills to increase academic success and ensure student health and wellness. (District-funded)		Supplemental/Concentration	0
D.17	1	1	Provide funding for supplemental materials and supplies to be used in the school-wide math intervention program or regular class activities. This will be used to purchase DREAMBOX subscription for 2018-19 school year.	X	Title I Supplemental/Concentration	0 7,000
D.18	1	1	Provide guest teachers to support Transitional Kindergarten and Kindergarten teachers to implement classroom routines and procedures.	X	Title I Supplemental/Concentration	0 1,500
D.19	1	1	Kindergarten teachers will assess students for baseline data before the start of 2018-19 school year.	X	Title I Supplemental/Concentration	2,814
E.1	4	1	Provide parents of EL students with newsletters and other communication in English and Spanish to promote home to school communications for parents of our EL students.	X	Title I Supplemental/Concentration	0
E.2	4	1	Provide at least three Literacy, Science, and/or Family Math Nights that promote family involvement in the school and teach parents strategies for working with their students at home to increase student achievement. Funding includes extra-duty pay for teachers, support staff, and learning materials provided to families.	X	Title I Supplemental/Concentration	9,300 0
E.3	4	1	Provide educational programs and opportunities for parents such as Price Parenting, Parenting for Success and CABE to ensure student achievement and lower suspensions; including cost of trainers, childcare, materials, travel and refreshments. (T, if provided only in Spanish) Will be for EL parents only.	X	Title I Supplemental/Concentration	6,500 0
E.4	4	1	Provide parent education and training on bullying, healthy habits, and social/emotional wellness to promote a safe and healthy learning environment. (materials, supplies, trainers)		Title I Supplemental/Concentration	5,000 0
F.1	4	2	Extended opportunities to provide enrichment and GATE activities to EL students and all students through afterschool programs including but not limited to		Supplemental/Concentration	12,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			Debate, Music, Dance, Sports, Chess Club, History Day, Odyssey of the Mind, Battle of the Books, ASB, Technology, and Math Field day.			
G.1	1	1	Provide funding to add and replace quality books for the school library including accelerated reader books, software and materials needed to fully implement the Accelerated Reader Program to provide leveled reading for students to reach proficiency.	X	Supplemental/Concentration	7,800
G.2	1	1	Provide additional time for library technician to organize AR materials and all other library books and materials for differentiated instruction and to provide opportunities for students to have extended use of the library.		Supplemental/Concentration	10,500
G.3	5	1	Improve learning opportunities in classrooms and provide equipment including but not limited to computer devices, smart slates, document readers, presentation boards, projectors, etc., technology repairs, toner and paper that allows students access to technology and maximizes learning opportunities designed for EL students and all students to reach grade-level proficiency in CCSS. Provide classrooms with the equipment, including but not limited to carts or shelves for learning supplies, carpets, charts or maps for instructions, materials and supplies to improve student achievement (e.g .batteries, LCD projectors, listening centers, headphones, timers, voice amplifying system, document cameras, Smart Slates, Smart Boards, presentation boards, printers, mice, laminator, etc. Provide relevant technology to improve safety and/or enhance the instructional program.	X	Title I Supplemental/Concentration	0 10,547
G.7	1	3	Provide funding for acknowledgement and promoting student achievement and positive behavior; including rewards, ribbons, medals, assemblies, guest speakers, certificates, etc.	X	Title I Supplemental/Concentration	0 2,000
G.8	1	1	Provide printing of supplemental state adopted curriculum and assessments in core content areas for all students including EL students.	X	Title I Supplemental/Concentration	8,000 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
G.9	1	1	Provide extra duty hours for teachers for their leadership with Math field day. This will cover extra duty for a total of two staff members.	X	Supplemental/Concentration	1,000
G.10	1	3	Provide materials, supplies, literature and technology to create and maintain a safe and secure campus.	X	Title I Supplemental/Concentration	0 4,153

Benjamin Franklin Elementary School District Support 2018-19

Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

Benjamin Franklin Elementary School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	121,996.00	0.00
Title I	142,414.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	121,996.00
Title I	142,414.00