<div style="border:1px solid #000;">

Benjamin Franklin Elementary
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

</div>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Benjamin Franklin Elementary
Street	19661 Orange Terrace Parkway
City, State, Zip	Riverside, CA 92508-3256
Phone Number	(951) 571-6502
Principal	Dawn L. Smith
E-mail Address	dlsmith@rusd.k12.ca.us
Web Site	http://rusdlink.org/franklin
CDS Code	33-67215-6109011

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

MISSION
The mission of Benjamin Franklin Elementary is to foster the creative minds, healthy bodies, and ethical spirits needed to contribute wisdom, compassion and leadership to society. Our academic program is rigorous and constantly evolving; we lead students to be flexible and take responsibility for learning and good choices. Franklin Flyers are respectful; they resolve conflicts honestly and fairly, right their wrongs, and celebrate learning each day.

VISION
Benjamin Franklin Elementary aspires to be a school community in which:
Teachers and staff hold all students to the highest expectations that will prepare them to read, compute, and think critically at levels that prepare them for success on all measures of accountability as well as college and career.
Students learn not just academic content, but the value and joy inherent in learning. They develop perseverance, flexibility, a commitment to becoming the very best they can be, and an understanding of their role and responsibility in an increasingly connected world. They feel safe and cared for on campus, and we teach character skills.
Families commit and work toward the development of the school as a community. They understand the synergistic nature of working together for the benefit of all children. Families support their own child's success and contribute to the financial and volunteer needs of the school.

COLLECTIVE COMMITMENTS
1.   We commit to literacy and numeracy by 3rd grade as our primary focus, as these skills are the gateway to learning. By extension, we commit to reading for comprehension and conceptual understanding of mathematics at grade level rigor for all students.
2.   We commit to the highest standard of communication with our parents and community.
3.   We commit to a flexible and open-minded approach for teaching and learning that utilizes the best technology and research available to us.
4.   We commit to personal integrity, a positive attitude, and the highest caliber of professionalism in all areas.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	93
Grade 1	97
Grade 2	138
Grade 3	109
Grade 4	141
Grade 5	112
Grade 6	135
Total Enrollment	825

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.7
Asian	8.1
Filipino	1.9
Hispanic or Latino	34.9
Native Hawaiian or Pacific Islander	1.1
White	44.2
Two or More Races	2.2
Socioeconomically Disadvantaged	29.5
English Learners	5.6
Students with Disabilities	7.6
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	34	34	34	1855
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: 04/11/2016 The table displays information collected on 12/01/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials. Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1992

Last Modernized: 2004

Lot Size: 10 Acres

26 Permanent Classrooms

10 Relocatable Classrooms

Completely Air Conditioned

Library

Outdoor/Indoor Cafeteria

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Franklin Elementary School completed their school site inspection on 04/07/17.

Franklin has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 449

Labor Hours = 1461.83

Assessed Value of Work = $61478.30

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 04/07/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Lights, ballast need to be replaced, and broken outlet.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 04/07/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 04/07/17				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	58	55	44	48	44	48
Mathematics	57	58	33	35	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	109	109	100.0	48.1
	4	142	141	99.3	51.5
	5	109	109	100.0	58.7
	6	136	135	99.3	61.2
Male	3	56	56	100.0	45.5
	4	81	81	100.0	44.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	64	64	100.0	57.8
	6	70	70	100.0	50.7
Female	3	53	53	100.0	50.9
	4	61	60	98.4	61.4
	5	45	45	100.0	60.0
	6	66	65	98.5	72.3
Asian	4	11	11	100.0	50.0
	6	12	12	100.0	75.0
Hispanic or Latino	3	44	44	100.0	38.6
	4	44	44	100.0	46.5
	5	30	30	100.0	43.3
	6	48	48	100.0	56.3
White	3	44	44	100.0	56.8
	4	71	70	98.6	56.5
	5	56	56	100.0	55.4
	6	54	53	98.2	67.3
Socioeconomically Disadvantaged	3	39	39	100.0	30.8
	4	42	41	97.6	36.6
	5	36	36	100.0	41.7
	6	33	33	100.0	51.5
Students with Disabilities	3	14	14	100.0	14.3
	4	16	16	100.0	31.3
	6	15	15	100.0	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	109	108	99.1	61.1
	4	142	139	97.9	58.8
	5	109	109	100.0	58.7
	6	136	135	99.3	53.3
Male	3	56	55	98.2	58.2
	4	81	81	100.0	60.3
	5	64	64	100.0	64.1
	6	70	70	100.0	48.6
Female	3	53	53	100.0	64.2
	4	61	58	95.1	56.9
	5	45	45	100.0	51.1
	6	66	65	98.5	58.5
Asian	4	11	11	100.0	81.8
	6	12	12	100.0	58.3
Hispanic or Latino	3	44	44	100.0	47.7
	4	44	42	95.5	42.5
	5	30	30	100.0	46.7
	6	48	48	100.0	47.9
White	3	44	44	100.0	75.0
	4	71	70	98.6	66.7
	5	56	56	100.0	58.9
	6	54	53	98.2	58.5
Socioeconomically Disadvantaged	3	39	39	100.0	51.3
	4	42	41	97.6	48.8
	5	36	36	100.0	41.7
	6	33	33	100.0	33.3
Students with Disabilities	3	14	14	100.0	35.7
	4	16	16	100.0	33.3
	6	15	15	100.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83	84	82	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	109	109	100.0	81.7
Male	64	64	100.0	79.7
Female	45	45	100.0	84.4
Hispanic or Latino	30	30	100.0	80.0
White	56	56	100.0	78.6
Socioeconomically Disadvantaged	36	36	100.0	63.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	26.9	39.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

There are many opportunities for parental involvement at Benjamin Franklin Elementary School, beginning with our Benjamin Franklin Parent Teacher Organization. The PTO supports various school events such as the Welcome Tea, Book Fair, Red Ribbon Week, Read Across America, "Oh the Places You Will Go!" College and Career Fair, after school enrichment classes, and many other family-oriented events such as the Father/Daughter Dance, Mother /Son Sports Day, and school-wide Winter Festival. They also raise money to help fund field trips, assemblies, awards, and science camp.

Our Parent Advisory Committee is another opportunity for parents to participate in the development of student centered programs and the monitoring of instructional programs. Parents are also invited to volunteer in their child's classroom. When children see their parents participating at the school, they recognize that school is an important part of their lives and that a good education is a family value. Parents can contact the school at 951-571-6502 for more information.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.3	1.0	0.6	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		5		21	1	4		19	2	3	0
1	27		3		28		4		16	3	3	0
2	25	1	5		21	1	4		23	1	5	0
3	27		4		25		5		22	2	3	0
4	27	1	4		23	1	4		24	2	2	2
5	32		2	2	30		4		22	2	1	2
6	30	1	1	3	30	1	1	3	27	1	3	1

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.18	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,750	$859	$4,890	$84,396
District	N/A	N/A	$5,235	$81,908
Percent Difference: School Site and District	N/A	N/A	-6.6	3.0
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-13.9	11.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Benjamin Franklin Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$11,767 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,907	$45,092
Mid-Range Teacher Salary	$76,557	$71,627
Highest Teacher Salary	$100,120	$93,288
Average Principal Salary (Elementary)	$119,891	$115,631
Average Principal Salary (Middle)	$127,709	$120,915
Average Principal Salary (High)	$139,500	$132,029
Superintendent Salary	$270,000	$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Professional development is an ongoing effort at Benjamin Franklin Elementary School. Areas for Professional Development are determined from student achievement data and staff surveys. During the 2015-16 school year teachers participated in a variety of Professional Development offerings through the school site as well as the District. These trainings included the following:

1. Our staff attending publisher presentations for Amplify, the publisher of an ELA program that incorporates Core Knowledge content, in preparation for Frankin becoming a Core Knowledge school.

2. RTI Model Training for all grade levels, including K-2 Institute and Read 180/System 44

We received extra licenses for third graders who were not reading at grade level to receive daily reading intervention through System 44.

3. Grade Level planning for the new language arts adoption, concept mapping in mathematics and diagnosing results using the Math Diagnosis and Intervention System as well as Dreambox.

4. Targeting English Learners (ongoing)

5. Personalized Learning with Discovery Education, Haiku, Dreambox (staff meetings, team meetings)

6. Formative Assessment DIBELS testing and assessments in Illuminate and Pearson Realize

7. Technology training in the use of new instructional technology and monitoring student data online.

8. CCSS implementation and academic vocabulary training

9. We continue our focus on grammar and writing instruction. Our LCAP focus this year is writing, and we are using a graphic organizer model systematically throughout the grades.

10. We have been approved to become a Core Knowledge school. This would involve switching to the Amplify CKLA (Cpre Knowledge Language Arts) in grades K-5 and Amplify 6-8 digital middle school curriculum for our 6th graders. We prepared an application for the school board that was presented in January of 2017 We anticipate that this will support our reading comprehension and writing goals. Core Knowledge has a specific body of knowledge that starts in Kindergarten and builds each year, giving students a broad knowledge background in literature, history, geography, and the arts.

In the 16-17 School Year teachers attended professional development in the areas of:
1.   Project Read (support for early reading intervention)
2.   Read 180 (Core replacement program to support struggling readers in the upper grades)
3.   Google Apps for Education through the Riverside County Office of Education
4.   Three full days of textbook adoption review for one teacher per grade level for Amplify CKLA
5.   Two days of training in Amplify English Language Arts
6.   STEP (training for teaching students computer coding skills)
7.   Four teachers completed two weeks of training in NGSS science using the FOSS program, with additional follow-up days during the school year.
8.   Full day of technology integration for our seven P-1 teachers.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.