

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Franklin Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Franklin Elementary School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Legislative File ID No.: 15-1248
Introduction Date: 6/24/15
Enactment No.: 15-0992
Enactment Date: 6/24/15

2015-2016 Single Plan for Student Achievement (SPSA)

School: Franklin Elementary School
CDS Code: 1612596001820
Principal: Jeanette Macdonald
Date of this revision: 6/10/2015

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 Consolidated Application (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:

| | | | |
|------------------------|---|--------------------------|-----------------------------------|
| Contact Person: | Jeanette Macdonald | Position: | Principal |
| Address: | 915 Foothill Blvd. Oakland, CA 94606 | Telephone Number: | 510-874-3354 |
| | | Email Address: | jeanette.macdonald@ousd.k12.ca.us |

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Franklin Elementary School

Site Number: 116

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

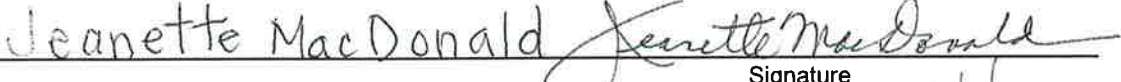
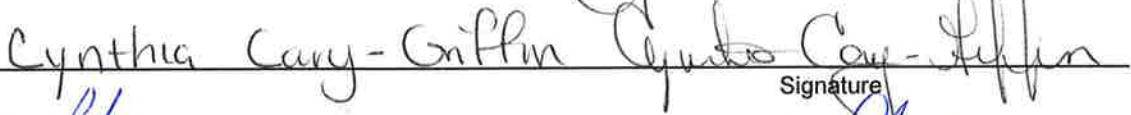


1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/21/2014

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|--|--|--|

Signatures:

| | | |
|--|---|-----------|
| Jeanette MacDonald |  | 5/21/2015 |
| Print name of School Principal | Signature | Date |
| Cynthia Cary-Griffin |  | 5/21/2015 |
| Print name of SSC Chairperson | Signature | Date |
| Sara Stone |  | 5/3/15 |
| Print name of Network Superintendent | Signature | Date |
| Susana Ramirez |  | 6/8/15 |
| Susana Ramirez, Director, State & Federal Programs | Signature | Date |

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)**School Site Name:** Franklin Elementary School**Site Number:** 116

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

| Date | Stakeholder Group | Engagement Description |
|------------|-------------------------------|--|
| 10/20/2014 | SSC | Shared rationale and overview of Focused Annual Plan. |
| 12/1/2014 | Instructional Leadership Team | Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals. |
| 12/5/2014 | Faculty & SSC combined | Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review. |
| 2/4/2015 | SPED Parent Engagement | Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement. |

TO BE COMPLETED:

| Date | Stakeholder Group | Engagement Description |
|------------|--------------------------|--|
| 10/16/2014 | SSC/Parents | Review student achievement data, implement parent involvement and education activities |
| 10/30/2014 | Parents, students, staff | Title I Meeting, data, parent involvement, home-school compact |
| 11/21/2014 | SSC/Parents | Monitor implementation of 2014-2015 CSSSP |
| 12/19/2014 | SSC/Parents | Review 2014-15 CSSSP budget |
| 3/18/2015 | FC/Staff | Site plan information |
| 4/17/2015 | SSC/Parents | SPSA Review |
| 5/6/2015 | Student Council | Water conservation, developing better cultural relations, maintaining a clean environment. |
| 5/21/2015 | SSC/Parents | SPSA Review and Approval |

2015-2016 Final Budget

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

| State Programs | Projected Budget | Final Budget |
|--|-------------------------|---------------------|
| Local Control Funding Formula Based Grant ... General Purpose Base #0000 | \$91,102.00 | TBD |
| Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002 | \$313,883.27 | TBD |
| Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003 | \$0.00 | TBD |
| After School Education and Safety Program (FTE Only) ... ASES #6010 | \$136,405.87 | TBD |
| TOTAL: | \$541,391.14 | \$0.00 |

| Federal Programs | Projected Budget | Final Budget |
|--|-------------------------|---------------------|
| Title I, Part A: Schoolwide Program ... Title I Resource #3010 | \$154,188.03 | TBD |
| Title I, Part A: Parent Engagement Activities ... Title I Resource #3010 | \$3,849.84 | TBD |
| School Improvement Grant ... SIG Resource #3180 | \$0.00 | TBD |
| 21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124 | \$0.00 | TBD |
| TOTAL: | \$158,037.87 | \$0.00 |

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: Literacy

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- Increase by 5% percentage points the percent of students (2nd-5th grade) reading at or above grade level as measured by SRI.
- Increase by 25% points the percent of English Learners who grow a year or more on F&P
- Increase by 20% points the percent of Asian learners who grow a year or more on F&P
- Increase by 20% points the percent of Latino learners who grow a year or more on F&P
- Increase by 20% points the percent of African American learners who grow a year or more on F&P

STUDENT GOAL TARGET(S) for Improvement Priority #1

| <i>Indicators for Student Goal(s)</i> | <i>Indicator Description</i> | <i>Fall 2014 Baseline</i> | <i>2014-15 Target</i> | <i>2015-16 Target</i> |
|---------------------------------------|---|---------------------------|-----------------------|-----------------------|
| SRI | Main School Goal: School-wide percent at or above grade level. 2015-16 target is 36%. | 22% | 31% | 36% |
| SRI | Related School Goal: 2nd grade percent at or above grade level. Our target goal for 2015-2016 is 30%. | 12% | 25% | 30% |
| SRI | Related School Goal: 3rd grade percent at or above grade level. Our target goal for 2015-2016 is 44%. | 29% | 39% | 44% |
| SRI | Related School Goal: 4th grade percent at or above grade level. Our target goal for 2015-2016 is 38%. | 27% | 33% | 38% |
| SRI | Related School Goal: 5th grade percent at or above grade level. Our target goal for 2015-2016 is 34%. | 21% | 29% | 34% |

| | | | | |
|-------------------|--|-----|-----|-----|
| Fountas & Pinnell | Gr K F&P Fall Scores At or Above Benchmark. 2015-16 target is 48%. | 4% | 43% | 48% |
| Fountas & Pinnell | Gr 1 F&P Fall Scores At or Above Benchmark. 2015-16 target is 55%. | 33% | 50% | 55% |
| Other | Gr K DIBELS Letter Naming Fluency. 2015-16 target is 95%. | 85% | 90% | 95% |
| Other | Gr 1 DIBELS Phoneme Segmentation Fluency. 2015-16 target is 86%. | 70% | 81% | 86% |

DATA ANALYSIS for Improvement Priority #1

| Performance Strengths | Performance Challenges |
|---|--|
| At mid year, Gr 4, 17% of MYBG Level exited this level; 4th grade, 6% decrease of MYBGL (47%-41%) | Fourth graders posted the weak progress percentages for the 1YBG and MYBG level around 67%. |
| At mid year, Gr 5, 8% of MTBGL exited this level; 4th grade, 6% decrease of MYBGL (47%-41%) | Fifth graders posted the weakest progress percentages for the 1YBG and MYBG level around 70%. |
| At mid year, F&P K 39% increase to Levels C (23%) and D (20%) | Gr K F&P 31% (from 48%) still at level A and 25% (from 47%) still at Level B |
| At mid year, F&P Gr 1 17% increase to Levels H (22%) and I (28%) | Gr 1 F&P 37% (from 50%) still at Levels A-F and 14% (from 18%) at Level G |
| Teachers are observed using core curriculum and provided feedback in areas of need on a regularly scheduled monitored calendar. | SRI does not provide demographic information to help us understand student group performance. |
| African Americans scored 41% at or above SRI reading grade levels (2013-14) | In 2013-14 African American scored 41% below SRI reading grade levels. |
| Latinos scored 29% at or above SRI reading grade levels. (2013-14) | In 2013-14 Latinos scored 54% below grade level. Moreover, there was a continuing influx and outflux of students throughout the year for all grade levels. |

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Observations/Feedback and our Extended Site Visit has shown that teachers are consistently implementing Readers Workshop, although quality varies. Teachers are not yet consistently implementing Writers Workshop, and our writing instruction is not clearly aligned and developmental across grade levels. Not all students were engaged in reading independent level or grade level text. In these classrooms, students were engaged in direct instruction and were not given opportunity to be engaged with the learning, practice the skills, or work in small groups. There appeared to be no consistent engagement strategies that were used universally across the school (ie equity sticks, turn and talk skills).

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Teachers noted that they would like to form more cohesion across the school from classroom to classroom and more structured planning time would benefit their growth.

Teachers feel more time is needed to plan professional development and that an active and inclusive ILT needs to exist. Structure for a ILT (2015-2016) has been presented to the staff.

All students don't get the same high-quality BAL instruction. Many teachers are struggling with the transition to CCSS and need more grade level collaborative BAL PD (mini-lessons, readers and writers workshops). It appears our teacher supports (literacy coach, grade-level planning time, observation and feedback to implement high quality BAL) have not been differentiated evenly for all teachers.

MAJOR IMPROVEMENT STRATEGY #1

Implement key elements of Balanced Literacy, specifically quality mini-lessons and Reading & Writing Workshops. Provide additional time analyze ELA assessments and curriculum planning, emphasizing the connection to the common core.

| <i>Teaching Practices:</i> | <i>Leadership Practices:</i> | <i>Organizational Practices:</i> |
|---|--|---|
| All Kinder-5th grade teachers implementing Reader's Workshop. | Weekly check-in with literacy coach and Principal to progress monitor and identify PD needs and individual support, with particular attention to rigorous teaching practices that support EL students. | Twice a week planning sessions for all Kinder-5th grade with literacy coach - teaching points and mini lessons planned. |
| Teacher will be able to share their students' independent reading level. Students will have time each week to shop for books at that level. Teachers will give students time each day to read these books in class. | SRI progress monitoring given 5-6 times/year to make sure we are on track. Leading ILT in analyzing SRI data. Particular attention to ELs and AAMs. | 2-4 x/month Wednesday PD focus on Writer's Workshop and Guided Reading |
| Implement Balanced Literacy strategies, reading/writing workshop in grades K-5 aligned with professional development. | Organizing data nights to focus on parent education around Reader's Workshop. | Pull-out intervention block staggered by grade level for Intervention Teacher to BB and FBB readers - using SRI data |
| Implementing Writer's Workshop. | SRI progress monitoring given 5-6 times/year to make sure we are on track. Leading ILT in analyzing SRI data. Particular attention to ELs and AAMs. | K teachers meet with incoming kindergarten students from headstart program twice a year. |
| Intervention specialists to provide support for the Franklin ELA Intervention Program | Leading 3x/year data meetings around literacy data. Particular attention to ELs and AAMs. | Focusing Parent Engagement data nights on literacy. |

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|--|---|--|
| Intervention specialists to provide support for the Franklin ELA Intervention Program | | Align PD calendar with academic discussion, close reading and writing with evidence in the context of BAL. |
| Use of copier to produce materials for students in the intervention program, supplemental materials for core ELA, Math, Science, BAL, etc... | The principal, literacy coaches, in addition to teachers will help identify students for instruction. | Funding priority: ensure classroom libraries are robust and continue to be re-stocked. |
| Social worker to work with at risk students and their parents or guardians. The social worker will chair the SST meetings. | The principal, literacy coaches, in addition to teachers will help identify students for instruction. | Provide additional learning time for after school program. |
| An extended student day will be provided so that teachers can provide supplemental instruction in ELA or Math. | The principal, literacy coaches, in addition to teachers will help identify students for instruction. | The extended day will occur before or after school. |
| Ann Martin psychological and counseling support, district psychologists will provide support to our identified students. | Principal and student council advisor will put Heroes feedback session on the student council agenda. | Student council will provide monthly feedback to the Heroes program. |
| Heroes Program to provide physical education activities. | | |



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| MAJOR IMPROVEMENT PRIORITY #2: | Math/STEM |
|---------------------------------------|------------------|

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- Increase the percent correct for the math Performance Task for all grade levels
- Maintain or increase by 5%: K Fall 87% At or Above Proficiency; Winter 87% at or above proficiency
- Grade 1 will increase by 15% by end of year. Gr 1 Fall 50% at or above proficiency; Winter 39% at or above proficiency
- Grade 2 will increase by 20% by end of year. Gr 2 Fall 57% at or above proficiency; Winter 39% at or above proficiency
- Grade 3 will increase by 15% by end of year. Gr 3 Fall 57% at or above proficiency; Winter 47% at or above proficiency
- Grade 4 will increase by 15% by end of year. Gr 4 Fall 25% at or above proficiency; Winter 22% at or above proficiency
- Grade 5 will increase by 10% by end of year. Gr 5 Fall 8% at or above proficiency; Winter 31% at or above proficiency

STUDENT GOAL TARGET(S) for Improvement Priority #2

| <i>Indicators for Student Goal(s)</i> | <i>Indicator Description</i> | <i>Fall 2014 Baseline</i> | <i>2014-15 Target</i> | <i>2015-16 Target</i> |
|---------------------------------------|---|---------------------------|-----------------------|-----------------------|
| Other | District math benchmarks K Constructed Response. Our target goal for 2015-2016 is 88%. | 71% | 83% | 88% |
| Other | District math benchmarks gr 1 Constructed Response. Our target goal for 2015-2016 is 65%. | 42% | 60% | 65% |
| Other | District math benchmarks gr 2 Constructed Response. Our target goal for 2015-2016 is 65%. | 59% | 50% | 65% |
| Other | District math benchmarks gr 3 Constructed Response. Our target goal for 2015-2016 is 60%. | 55% | 42% | 60% |
| Other | District math benchmarks gr 4 Constructed Response. Our target goal for 2015-2016 is 65%. | 29% | 56% | 65% |
| Other | District math benchmarks gr 5 Constructed Response. Our target goal for 2015-2016 is 65%. | 51% | 57% | 65% |

DATA ANALYSIS for Improvement Priority #2

| Performance Strengths | Performance Challenges |
|--|--|
| Grade K district math benchmarks increased by 12 points from fall to winter. | Grade 3 district math benchmarks decreased by 11 points from fall to winter. |
| Grade 2 district math benchmarks increased by 18 points from fall to winter. | Scheduling and providing time for teachers to meet and form cohesion across and within the circuits. |
| Grade 4 district math benchmarks increased by 27 points from fall to winter. | Rigorous structured planning sessions. |

Grade 5 district math benchmark increased by 6 points from fall to winter

Active and inclusive ILT to plan math professional sessions.

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

In grade 3, teachers are still learning how to implement core curriculum guide and newly adopted math basal.

In some classrooms, students were engaged in direct instruction and were not given opportunity to be engaged with the learning, practice the skills, or work in small groups. There appeared to be no consistent engagement strategies that were used universally across the school (ie equity sticks, turn and talk skills).

Increase opportunities for extended site visits, instructional rounds, classroom observations and more feedback.

Increased and continued use of STMath.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

In grade 3, teachers are still learning how to implement core curriculum guide and newly adopted math basal.

Teachers noted that they would like to form more cohesion across the school from classroom to classroom and more structured planning time would benefit their growth.

Teachers feel more time is needed to plan professional development and that an active and inclusive ILT needs to exist. Structure for a ILT (2015-2016) has been presented to the staff.

MAJOR IMPROVEMENT STRATEGY #2

Provide additional time to analyze math assessments and math curriculum.

| <i>Teaching Practices:</i> | <i>Leadership Practices:</i> | <i>Organizational Practices:</i> |
|---|--|--|
| All K-5 grade teachers will implement math core curriculum. | Weekly check-in with math coach and principal to progress monitor and identify PD needs and individual support, with particular attention to teaching practices that support EL students | Weekly check-in with Principal to progress monitor and identify PD needs and individual support, with particular attention to teaching practices |

| | | |
|---|---|---|
| Teacher will be able to share their students' independent math performance levels. Students will have time each week independently practice their math thinking on the computer. | District benchmark progress monitoring given 3 times a year to make sure we are on track. Leading ILT in analyzing math data. Particular attention to ELs and AAMs. | 2-4 x/month Wednesday PD focus on math assessments and curriculum. |
| More rigorous use of ST Math program | Provide additional time to learn how to implement and use ST Math | Fund ST Math program. |
| Provide PD time on classroom management strategies and culturally responsive pedagogy so that teachers are able to use the pre-referral strategies and have a responsive classroom environment. | Principal will schedule time for PD during PD Wednesday. | Purchase No-Nonsense Nurturer classroom management program or fund the district representative of this program to provide PD and implementation strategies for this program at Franklin School. |
| Provide enriching STEM activities to teachers with identified GATE students until funding is secured for GATE extended day on Wednesdays. | | Provide release time to observe other classroom and grade level analysis of data. |

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| MAJOR IMPROVEMENT PRIORITY #3: Parent/Family Engagement |
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LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- Responding to family and community concerns in a timely and culturally respectful manner.
- Structures (SSC) in place that involve parent, community, and students' learning and achievement.
- Building productive collaborative community relationships.
- Assure the office is staffed with speakers of Chinese, Spanish, and Vietnamese in a FTE position.
- Maintain 98% attendance rate.

STUDENT GOAL TARGET(S) for Improvement Priority #3

| <i>Indicators for Student Goal(s)</i> | <i>Indicator Description</i> | <i>Fall 2014 Baseline</i> | <i>2014-15 Target</i> | <i>2015-16 Target</i> |
|---------------------------------------|--|---------------------------|-------------------------|-----------------------|
| Parent academic workshops rate | ELD parent workshop 4 days a week during the school year | 1 class | 12-15 parents per class | 20 parents per class. |
| Other | ELD Summer newcomer parent workshop 4 days a week during the 4 week summer intervention session. | 1 class | 20 parents per class | 20 parents per class |
| EL reclassification rates | EL students will be reclassified as FEP. | 18% (72 students) | 28% | 23% |
| Average Daily Attendance | Increase our daily attendance rate | 96.41% | 98% | 98% |

DATA ANALYSIS for Improvement Priority #3

| Performance Strengths | Performance Challenges |
|---|--|
| 64% of our parents participated in the CHKS survey. | Increase parent participation to 75% in the CHKS survey. |
| 95% of parents responded that this school keeps me well-informed about school activities. | Reach out to the 36% of parents who did not return their parent survey. |
| 94% of parents responded that this school allows input and welcomes parents' contributions. | Providing translators for teachers and staff in a timely manner for parent conferences (beyond report cards) and meetings. |
| 88% of parents responded that this school provides instructional materials to reflect my child's culture, ethnicity and identity. | Attendance Rate Lowest to Highest: Gr K 55%; Gr 1 67% |
| 93% of parents responded that this school enforces school rules equally for my child and all students. | |
| Attendance Rate Highest to lowest: Grade 3 85%; Grade 4 79%; Grade 5 and 2: 75% | |

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

We need to have the refugee/asylee department available to provide services for newly arriving refugees from the Middle East and China.

Continue to recruit bilingual staff (teachers, instructional IAs)

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Personnel that understand the newcomers' language, culture, history, reasons for leaving their homeland.

MAJOR IMPROVEMENT STRATEGY #3

Responding to family and community concerns in a timely and culturally respectful manner.

| <i>Teaching Practices:</i> | <i>Leadership Practices:</i> | <i>Organizational Practices:</i> |
|---|---|---|
| Engage parents and community in transition activities for TK students and exiting 5th grade students. | Organizing parent and community volunteers to focus on leveling classroom libraries. | Focusing parent engagement data nights on literacy and our take home books for students to read at home with parents for an hour. |
| Provide opportunities for students to build awareness of the variety of careers available and begin identifying areas of interest. | Monthly SSC meetings will be held. | When ordering materials for ELs copies are ordered to build an EL parent section in our library. |
| Clear communication of student behavioral expectations with classrooms and in common areas, and positive behavior interventions and support structures. | Provide comp time for teachers to participate in SSC meetings. | AP will attend district wide information meetings regarding K options to present information about Franklin School. |
| Increase SEL competencies through counseling and conflict resolution. | Hold reclassification award ceremonies. | Administration and K teachers will plan and host incoming K families at K orientation. |
| Provide health education in priority areas (gardening and SEL). | School nurse will provide lessons on school safety, first aid, asthma education, and coordinate vision and hearing screening as well as dental and health and safety. Review emergency procedures with staff. | Teachers will integrate college and career readiness curriculum into classroom instruction and by utilizing field trip experiences. |

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|--|---|--|
| Families are knowledgeable about ways to assist their students in being successful and meeting their learning goals. | School psychologist will provide SEL support for students who need it, conduct assessments for special needs. | School culture and climate committee with meet once a month to analyze student discipline data, plan for reminder activities for students, clearly articulate the behavioral expectations for all stand and students to be aware and educated regarding Franklin's policies. |
| Families will receive weekly notices about school activities. | Spring and summer meetings with incoming kindergarten familieis include discussions about literacy goals and strategies | Utilize the school psychologist to coordinate this team. |
| Healthy Living Produce Market at Franklin School. | | Admin will create a garden to promote science and health understanding |
| | | Provide light refreshments at school sponsored parent events/meetings to increase the opportunity for parent participation. |
| | | When ordering materials for ELs, there should be extra copies for parents to view at the parent center in the library. |



Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

| Centralized Services | Title I Projected Allocation |
|---------------------------|------------------------------|
| Professional Development | \$745,469 |
| Early Childhood Education | \$1,964,450 |
| Mental Health Services | \$175,000 |
| Literacy | \$800,000 |
| Summer School | \$400,000 |

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

| School: Franklin Elementary School | | | | | | | | | | | | |
|---|-----------------------|-----------------------------|--|--|-------------|----------------|-----|-----|---------------|----------------------|--|--|
| BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (Literacy) | | | | | | | | | | | Click here for the full list of LCAP | |
| Key Practice | School Goal Indicator | Targeted LCAP Student Group | Budget Action | Budget Resource | Object Code | Position Title | UPC | FTE | Budget Amount | Budget Action Number | Title I Schoolwide Action? | Associated LCAP Strategy |
| All Kinder-5th grade teachers implementing Reader's Workshop. | SRI | Low-Income Students | Purchase additional leveled reading libraries | | | | | | | 116-1A | | |
| Teacher will be able to share their students' independent reading level. Students will have time each week to shop for books at that level. Teachers will give students time each day to read these books in class. | Fountas & Pinnell | Low-Income Students | N/A | | | | | | | 116-1B | | |
| Implement Balanced Literacy strategies, reading/writing workshop in grades K-5 aligned with professional development. | SRI | Low-Income Students | N/A | | | | | | | 116-1C | | |
| Implementing Writer's Workshop. | Fountas & Pinnell | English Language Learners | N/A | | | | | | | 116-1D | | |
| Weekly check-in with literacy coach and Principal to progress monitor and identify PD needs and individual support, with particular attention to rigorous teaching practices that support EL students. | Fountas & Pinnell | English Language Learners | Hire a literacy Coach | LCFF Supplemental | 1905 | T10TSA9999 | | 1 | \$55,912.27 | 116-1E | | A3.2: Reading Intervention |
| Weekly check-in with literacy coach and Principal to progress monitor and identify PD needs and individual support, with particular attention to rigorous teaching practices that support EL students. | SRI | English Language Learners | Hire a literacy Coach | LCFF Supplemental | 1905 | T10TSA9999 | | 0.5 | \$27,956.14 | 116-1F | | A3.2: Reading Intervention |
| SRI progress monitoring given 5-6 times/year to make sure we are on track. Leading ILT in analyzing SRI data. Particular attention to ELs and AAMs. | SRI | Low-Income Students | The principal and literacy coaches will monitor this key practice. | LCFF Supplemental | 1122 | | | | \$67,409.35 | 116-1G | | A3.4: Teacher Professional Development focused on Literacy |
| Organizing data nights to focus on parent education around Reader's Workshop. | SRI | English Language Learners | The principal | | | | | | | 116-1H | | |
| SRI progress monitoring given 5-6 times/year to make sure we are on track. Leading ILT in analyzing SRI data. Particular attention to ELs and AAMs. | Fountas & Pinnell | English Language Learners | Teachers will be provided with release time during the regular school day to visit other classrooms by providing subs. | General Purpose Discretionary | 1120 | | | | \$10,000.00 | 116-1I | | A3.4: Teacher Professional Development focused on Literacy |
| Leading 3x/year data meetings around literacy data. Particular attention to ELs and AAMs. | Fountas & Pinnell | English Language Learners | The principal and literacy coaches will monitor this key practice. | | | | | | | 116-1J | | |
| Twice a week planning sessions for all Kinder-5th grade with literacy coach - teaching points and mini lessons planned. | Fountas & Pinnell | English Language Learners | Hire STIP sub for teacher release time. | LCFF Supplemental | 1105 | TCSTIP9999 | | 1 | \$26,220.48 | 116-1K | | A3.4: Teacher Professional Development focused on Literacy |
| 2-4 x/month Wednesday PD focus on Writer's Workshop and Guided Reading | Fountas & Pinnell | English Language Learners | Literacy coaches will monitor this key practice. | | | | | | | 116-1L | | |
| Pull-out intervention block staggered by grade level for Intervention Teacher to BB and FBB readers - using SRI data | SRI | English Language Learners | Literacy coaches will monitor this key practice. | | | | | | | 116-1M | | |
| K teachers meet with incoming kindergarten students from headstart program twice a year. | Fountas & Pinnell | Low-Income Students | The principal | | | | | | | 116-1N | K Transition | |
| Focusing Parent Engagement data nights on literacy. | Fountas & Pinnell | Low-Income Students | The ILT and principal | | | | | | | 116-1O | | |
| Align PD calendar with academic discussion, close reading and writing with evidence in the context of BAL. | Fountas & Pinnell | Low-Income Students | ILT, literacy coaches, and principal | | | | | | | 116-1P | | |
| Funding priority: ensure classroom libraries are robust and continue to be restocked. | Fountas & Pinnell | Low-Income Students | The principal, ILT, and literacy coaches will purchase leveled libraries and other leveled materials | | | | | | | 116-1Q | Targeted Approaches | |
| Provide additional learning time for after school program. | SRI | Low-Income Students | Fund EBAYC after school program. | After School Education & Safety (ASES) | | | | | \$136,405.87 | 116-1R | Extended Learning Time | A1.6: After School Programs |
| Focusing Parent Engagement data nights on literacy. | Fountas & Pinnell | Low-Income Students | The principal, ILT, and literacy coaches | | | | | | | 116-1S | | |

| | | | | | | | | | | | | |
|--|-------------------|---------------------------|---|-------------------------------|------|------------|--|-----|-------------|---------|---------------------|--|
| Intervention specialists to provide support for the Franklin ELA Intervention Program | Fountas & Pinnell | English Language Learners | Bilingual (Chinese) IA will provide instructional and language support for BB and FBB students. | LCFF Supplemental | 2105 | IABIL0040 | | 0.8 | \$20,355.61 | 116-1T | | A4.1: English Learner Reclassification |
| Intervention specialists to provide support for the Franklin ELA Intervention Program | SRI | English Language Learners | IA will provide instructional and language support for BB and FBB students | Title I Basic | 2105 | INTSPC0154 | | 0.8 | \$25,650.17 | 116-1U | Targeted Approaches | A4.1: English Learner Reclassification |
| Use of copier to produce materials for students in the intervention program, supplemental materials for core ELA, Math, Science, BAL, etc... | SRI | English Language Learners | IA will provide instructional and language support for BB and FBB students | Title I Basic | 3000 | | | | \$18,694.47 | 116-1V | | A2.3: Standards-Aligned Learning Materials |
| Social worker to work with at risk students and their parents or guardians. The social worker will chair the SST meetings. | SRI | English Language Learners | raise reserve | Title I Basic | 4399 | | | | \$2,502.00 | 116-1W | | A5.1: School Culture & Climate (Safe & Supportive Schools) |
| Use of copier to produce materials for students in the intervention program, supplemental materials for core ELA, Math, Science, BAL, etc... | Fountas & Pinnell | Low-Income Students | Purchase copier maintenance contract for the 2015-2016 school year. | General Purpose Discretionary | 5610 | | | | \$12,000.00 | 116-1X | | A2.3: Standards-Aligned Learning Materials |
| Social worker to work with at risk students and their parents or guardians. The social worker will chair the SST meetings. | Fountas & Pinnell | Low-Income Students | Social worker will provide support to at risk individuals and groups as referred by teachers. Provide coordination and leadership to SST. | | | | | | | 116-1Y | | |
| An extended student day will be provided so that teachers can provide supplemental instruction in ELA or Math. | Fountas & Pinnell | Low-Income Students | Teachers will complete extended contracts at per diem rate to teach ELA or Math coursework. | General Purpose Discretionary | 1122 | | | | \$4,567.00 | 116-1Z | | A1.6: After School Programs |
| Social Worker to help and handle our Foster youth's related problems and issues. | | Foster Youth | Social worker will provide counseling support to foster youth. | | | | | | | 116-1AA | | |
| Heroes Program to provide physical education activities. | Fountas & Pinnell | Low-Income Students | Hire Heroes program to organize inclusive opportunities for play and physical activity and class game time. | LCFF Supplemental | 5825 | | | | \$20,025.00 | 116-1AB | | A5.2: Health & Wellness (Mental & Physical Health) |
| Pay for the benefits of the FTE's that funded through LCAP Discretionary Funds. | Fountas & Pinnell | Low-Income Students | All FTE's require payments of benefits | General Purpose Discretionary | 3000 | | | | \$2,924.08 | 116-1AC | | A2.1: Implementation of CCSS & NGSS |
| Pay for the benefits of the FTE's that funded through LCAP Supplemental Funds. | Fountas & Pinnell | Low-Income Students | All FTE's require payments of benefits | LCFF Supplemental | 3000 | | | | \$85,885.67 | 116-1AD | | A2.1: Implementation of CCSS & NGSS |
| raise reserve | Fountas & Pinnell | Low-Income Students | raise reserve | LCFF Supplemental | 4399 | | | | \$10,118.75 | 116-1AE | | A2.1: Implementation of CCSS & NGSS |

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (Math/STEM)

| Key Practice | School Goal Indicator | Targeted LCAP Student Group | Budget Action (what specifically is being funded) | Budget Resource | Object Code | Position Title (if applies) | UPC (if applies) | FTE (if applies) | Budget Amount | Budget Action Number | Title I Schoolwide Action? | Associated LCAP Strategy |
|--|----------------------------------|-----------------------------|--|-----------------|-------------|-----------------------------|------------------|------------------|---------------|----------------------|----------------------------|--------------------------|
| All K-5 grade teachers will implement math core curriculum. | Other: District Math Assessments | Low-Income Students | The principal and ILT | | | | | | | 116-2A | | |
| Teacher will be able to share their students' independent math performance levels. Students will have time each week independently practice their math thinking on the computer. | Other | Low-Income Students | Teachers will be provided with release time during the regular school day to visit other classrooms by providing subs. | Title I Basic | 1122 | | | | | 116-2B | | |
| More rigorous use of ST Math program | Other: ST Math Participation | English Language Learners | Principal and ILT will monitor this key practice. | | | | | | | 116-2C | | |
| Weekly check-in with math coach and principal to progress monitor and identify PD needs and individual support, with particular attention to teaching practices that support EL students | Other | Low-Income Students | Principal and ILT will monitor this key practice. | | | | | | | 116-2D | | |
| District benchmark progress monitoring given 3 times a year to make sure we are on track. Leading ILT in analyzing math data. Particular attention to ELs and AAMs. | Other | Low-Income Students | Principal and ILT will monitor this key practice. | | | | | | | 116-2E | | |

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|---|-------|---------------------------|--|-------------------------------|------|--|--|--|-------------|--|--------|---------------------|--|
| Provide additional time to learn how to implement and use ST Math | Other | Low-Income Students | Principal and ILT will monitor this key practice. | | | | | | | | 116-2F | | |
| Weekly check-in with Principal to progress monitor and identify PD needs and individual support, with particular attention to teaching practices | Other | Low-Income Students | Principal and ILT will monitor this key practice. | | | | | | | | 116-2G | | |
| 2-4 x/month Wednesday PD focus on math assessments and curriculum. | Other | Low-Income Students | Principal and ILT will monitor this key practice. | LCFF Supplemental | 5825 | | | | \$20,025.00 | | 116-2H | | A2.5: Teacher Professional Development for CCSS & NGSS |
| Fund ST Math program. | Other | English Language Learners | Principal will purchase technology | General Purpose Discretionary | 4310 | | | | \$33,949.71 | | 116-2I | Targeted Approaches | A2.1: Implementation of CCSS & NGSS |
| Fund ST Math program. | Other | English Language Learners | | | | | | | | | 116-2J | Targeted Approaches | |
| Provide release time to observe other classroom and grade level analysis of data. | Other | Low-Income Students | Teachers will be provided with release time during the regular school day to visit other classrooms by providing subs. | | | | | | | | 116-2K | Teacher PD | |
| Provide PD time on classroom management strategies and culturally responsive pedagogy so that teachers are able to use the pre-referral strategies and have a responsive classroom environment. | Other | Low-Income Students | Fund No-Nonsense Nurturer Program and PD at Franklin School. | | | | | | | | 116-2L | | |
| Provide enriching STEM activities to teachers with identified GATE students until funding is secured for GATE extended day on Wednesdays. | Other | Other: GATE Students | GATE Extended Day Class | | | | | | | | 116-2M | | |

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Parent/Family Engagement)

| Key Practice | School Goal Indicator | Targeted LCAP Student Group | Budget Action (what specifically is being funded) | Budget Resource | Object Code | Position Title (if applies) | UPC (if applies) | FTE (if applies) | Budget Amount | Budget Action Number | Title I Schoolwide Action? | Associated LCAP Strategy |
|---|--------------------------------|-----------------------------|---|-------------------------------|-------------|-----------------------------|------------------|------------------|---------------|----------------------|----------------------------|---|
| Engage parents and community in transition activities for TK students and exiting 5th grade students. | Parent academic workshops rate | Low-Income Students | Principal monitors this key practice. | | | | | | | 116-3A | K Transition | |
| Provide opportunities for students to build awareness of the variety of careers available and begin identifying areas of interest. | Parent academic workshops rate | Low-Income Students | Principal monitors this key practice. | | | | | | | 116-3B | Targeted Approaches | |
| Clear communication of student behavioral expectations with classrooms and in common areas, and positive behavior interventions and support structures. | Average Daily Attendance | English Language Learners | Principal monitors this key practice. | | | | | | | 116-3C | Family Engagement | |
| Increase SEL competencies through counseling and conflict resolution. | Average Daily Attendance | Low-Income Students | Principal monitors this key practice. Assistance from: school psychologist, school social worker, school nurse, and Ann Martin counselors, Asian community mental health. | | | | | | | 116-3D | Targeted Approaches | |
| Provide health education in priority areas (gardening and SEL). | Parent academic workshops rate | Low-Income Students | Principal monitors this key practice. | | | | | | | 116-3E | Targeted Approaches | |
| Families are knowledgeable about ways to assist their students in being successful and meeting their learning goals. | Parent academic workshops rate | Low-Income Students | Principal monitors this key practice. | | | | | | | 116-3F | Family Engagement | |
| Organizing parent and community volunteers to focus on leveling classroom libraries. | Parent academic workshops rate | Low-Income Students | Extra for hours clerical staff to support effort | General Purpose Discretionary | 2420 | | | | \$2,000.00 | 116-3G | Family Engagement | A3.3: Family Engagement focused on Literacy |
| Monthly SSC meetings will be held. | Other | Low-Income Students | Principal monitors this key practice. | | | | | | | 116-3H | Family Engagement | |
| Provide comp time for teachers to participate in SSC meetings. | Parent academic workshops rate | Low-Income Students | SSC teacher members will have sub release time. | Title I Parent | 1122 | | | | \$1,000.00 | 116-3I | Family Engagement | A3.3: Family Engagement focused on Literacy |

| | | | | | | | | | | | | |
|--|--------------------------------|---------------------------|---|-------------------------------|------|---------------------|-----|-------------|-------------|--------|---------------------|--|
| Hold reclassification award ceremonies. | EL reclassification rates | English Language Learners | Principal monitors this key practice. | Title I Parent | 4310 | | | | \$320.34 | 116-3J | | A3.3: Family Engagement focused on Literacy |
| Provide comp time for teachers to participate in SSC meetings. Focusing parent engagement data nights on literacy and our take home books for students to read at home with parents for an hour. | Parent academic workshops rate | Low-Income Students | benefits | Title I Parent | 3000 | | | | \$529.50 | 116-3K | | |
| Focusing parent engagement data nights on literacy and our take home books for students to read at home with parents for an hour. | Parent academic workshops rate | English Language Learners | Teachers will provide academic enrichment through math, reading, and science. | Title I Parent | 1122 | | | | \$2,000.00 | 116-3L | Family Engagement | A3.3: Family Engagement focused on Literacy |
| When ordering materials for ELs copies are ordered to build an EL parent section in our library. | EL reclassification rates | English Language Learners | Principal monitors this key practice. Books other than textbooks will be purchased to support literacy and our take home books. | General Purpose Discretionary | 4200 | | | | \$9,249.21 | 116-3M | Family Engagement | A3.3: Family Engagement focused on Literacy |
| AP will attend district wide information meetings regarding K options to present information about Franklin School. | Other | Low-Income Students | Principal monitors this key practice. | | | | | | | 116-3N | K Transition | |
| Administration and K teachers will plan and host incoming K families at K orientation. | Parent academic workshops rate | Low-Income Students | Principal monitors this key practice. | | | | | | | 116-3O | K Transition | |
| Teachers will integrate college and career readiness curriculum into classroom instruction and by utilizing field trip experiences. | EL reclassification rates | Low-Income Students | pay admission fees for field trips | General Purpose Discretionary | 5829 | | | | \$10,000.00 | 116-3P | Family Engagement | A3.3: Family Engagement focused on Literacy |
| School culture and climate committee with meet once a month to analyze student discipline data, plan for reminder activities for students, clearly articulate the behavioral expectations for all stand and students to be aware and educated regarding Franklin's policies. | EL reclassification rates | Low-Income Students | Hire school security officer | General Purpose Discretionary | 5741 | | | | \$45,000.00 | 116-3Q | | A5.1: School Culture & Climate (Safe & Supportive Schools) |
| Utilize the school psychologist to coordinate this team. | Parent academic workshops rate | Low-Income Students | Principal monitors this key practice. | | | | | | | 116-3R | | |
| Admin will create a garden to promote science and health understanding | Parent academic workshops rate | Low-Income Students | Principal monitors this key practice. | | | | | | | 116-3S | | |
| Provide light refreshments at school sponsored parent events/meetings to increase the opportunity for parent participation. | Parent academic workshops rate | Low-Income Students | Principal monitors this key practice. | General Purpose Discretionary | 4311 | | | | \$2,000.00 | 116-3T | | A3.3: Family Engagement focused on Literacy |
| Families will receive weekly notices about school activities. | Other | Low-Income Students | School will print notices for parents. | Title I Basic | 4310 | | | | \$958.40 | 116-3U | Family Engagement | A3.3: Family Engagement focused on Literacy |
| School nurse will provide lessons on school safety, first aid, asthma education, and coordinate vision and hearing screening as well as dental and health and safety. Review emergency procedures with staff. | Average Daily Attendance | Low-Income Students | | | | | | | | 116-3V | Targeted Approaches | |
| School nurse will provide lessons on school safety, first aid, asthma education, and coordinate vision and hearing screening as well as dental and health and safety. Review emergency procedures with staff. | Average Daily Attendance | Low-Income Students | | | | | | | | 116-3W | | |
| School psychologist will provide SEL support for students who need it, conduct assessments for special needs. | Average Daily Attendance | Low-Income Students | Hire a school psychologist | Title I Basic | 5734 | School Psychologist | 0.4 | \$40,421.00 | | 116-3X | Targeted Approaches | A5.2: Health & Wellness (Mental & Physical Health) |
| School psychologist will provide SEL support for students who need it, conduct assessments for special needs. | Average Daily Attendance | Low-Income Students | | | | | | | | 116-3Y | | |
| Healthy Living Produce Market at Franklin School. | Parent academic workshops rate | Low-Income Students | Provide funding for a produce market. | General Purpose Discretionary | 5828 | | | | \$2,010.00 | 116-3Z | | A5.2: Health & Wellness (Mental & Physical Health) |

Home – School Compact Agreement

Franklin School staff and parents of the students agree that this compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This Home-School Compact is in effect during the 2014-2015 school year.

School Responsibilities

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

To enable students to meet the State's content standards by:

- *Providing California State content standards in each teacher's curriculum*
- *Providing intervention and ELD instruction as needed*
- *Providing a supportive and effective learning environment*
- *Following the district's pacing schedules for all curricular areas*
- *Administering District ELA and Math Benchmarks and core curriculum chapter tests*

2) Hold parent-teacher conferences in December during which this compact will be discussed as it relates to the individual child's achievement.

Franklin School will hold parent conferences during the week of the first Report Card Period in which teacher will discuss student's progress and the Home-School Compact Agreement. Additional parent-teacher conferences will be held when needed.

3) Provide parents with frequent reports on their children's progress.

- *First Report Card Parent Conferences*
- *Parent Conferences as needed*
- *Monthly Benchmarks conferences as needed*
- *Intervention Parent Conferences as needed*

4) Provide parents reasonable access to staff.

- *Monthly School Site Council meetings*
- *School Study Team meetings as needed*
- *Parent Conferences as needed*
- *Student Assemblies*
- *Field Trips*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- *Field Trips*
- *Classroom Assemblies*
- *School Carnivals and Special Event*
- *Multicultural Assemblies*
- *Classroom/Library Volunteers*

Parent Responsibilities


We, as parents, will support our children's learning in the following ways:

- *Monitor daily attendance*
- *Make sure daily homework is completed in a quiet environment*
- *Monitor amount of television viewing time*
- *Promote positive use of child's out of school time*
- *Assure that child is getting adequate sleep and eating a healthy diet*
- *Respond promptly to messages from school*
- *Attend Back to School Night, Parent-Teacher conferences, Open House and other school events*
- *Participate in school events*
- *Check in the school office when visiting the classroom/school*
- *Read to my child as least 20 minutes a day*

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- *Come to class on time every day.*
- *Come to school ready to learn.*
- *Follow school rules.*
- *Show respect and be responsible for my own behavior.*
- *Be a cooperative learner.*
- *Ask for help.*
- *Carry information between school and home.*
- *Return my completed homework on time.*
- *Read at home at least 20 minutes every day.*


Jeanette MacDonald, Principal

November 21, 2014

Title I School Parental Involvement Policy 2014 - 2015

Parent Involvement in the Title I Program

Franklin Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.

Franklin School will host an annual Title I Meeting to discuss the school's Title I programs, disseminate information on budget allocations, and invite parents to participate in a number of ways, e.g. participate in School Site Council, and volunteer on school wide projects. Parents will also be given the Parents' Guide to Action explaining district policies and the procedures to follow should a complaint be necessary to file.

- SSC Meetings are held on the third Friday starting at 9:00 a.m. every month during the school year.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

Franklin School will host an annual Title I Meeting to discuss the school's Title I programs, disseminate information on budget allocations, and invite parents to participate in a number of ways, e.g. participate in School Site Council, and volunteer on school wide projects. Parents will also be given the Parents' Guide to Action explaining district policies and the procedures to follow should a complaint be necessary to file.

- Provides parents of Title I students with timely information about Title I programs

Franklin School will host an annual Title I Meeting to discuss the school's Title I programs, disseminate information on budget allocations, and invite parents to participate in a number of ways, e.g. participate in School Site Council, and volunteer on school wide projects. Parents will also be given the Parents' Guide to Action explaining district policies and the procedures to follow should a complaint be necessary to file.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

Franklin School will host an annual Title I Meeting to discuss the school's Title I programs, disseminate information on budget allocations, and invite parents to participate in a number of ways, e.g. participate in School Site Council, and volunteer on school wide projects. Parents will also be given the Parents' Guide to Action explaining district policies and the procedures to follow should a complaint be necessary to file.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children

School will provide this information at the annual Title I Meeting. In addition, the school will provide this information through parent meetings such as: "Back to School Night" and Parent Teacher Conferences- (held in December). Teachers will also distribute information in monthly newsletters.

School-Parent Compact

Franklin Elementary has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Franklin Elementary engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

Parents are/will be informed through school newsletters, announcements made at SSC meetings, and through encouragement from teachers of parents to participate in school activities. School to Family communication encourages parent participation.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

Professional Development training sessions will highlight the value and importance of parent involvement and contributions.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

Principal, teachers, and parents will organize parental involvement activities that support the goals of the Title I Program.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Communications to parents are provided by the school newsletters and a parent bulletin board. Teachers also encourage parents to participate in classroom activities and field trips. The school provides translations in Chinese, Spanish, and Vietnamese.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Records for the Title I program are provided to parents upon request.

Accessibility

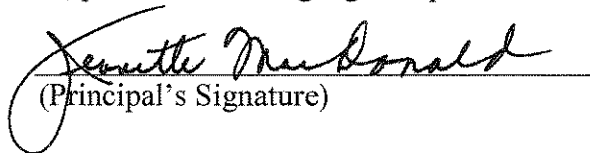
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

School will provide translation of material for parents in Spanish, Chinese, and Vietnamese

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1.

This policy was adopted by the Franklin Elementary School Site Council on October 16, 2014, and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, and children. It will be made available to the local community. The Franklin Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

October 16, 2014

School Site Council Membership Roster – Elementary

School Name: Franklin Elementary

School Year: 2014-2015

| | |
|--|--|
| Chairperson : Griffin, Cynthia | Vice Chairperson: Nguyen, Mimi |
| Secretary: Hickox, Willis | *LCAP Parent Advisory Nominee: Perez, Maribel Franco |
| *LCAP EL Parent Advisory Nominee: | *LCAP Student Nominee: Nguyen, Danica |

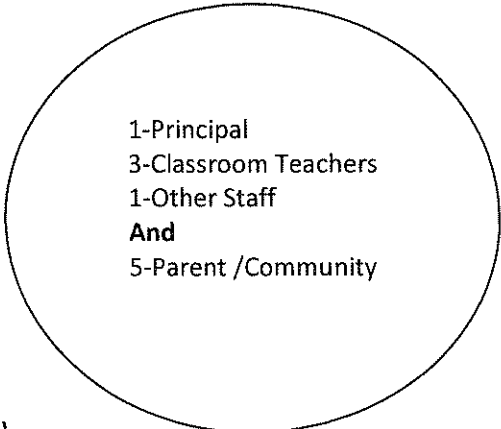
Place "X" in Appropriate Members Column

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Comm. |
|---------------------|-----------|-------------------|-------------|--------------|
| Prospato, Yvonne | | x | | |
| Ojeda, Imelda | | x | | |
| Griffin, Cynthia | | x | | |
| Hickox, Willis | | | x | |
| MacDonald, Jeanette | x | | | |
| Garcia, Antonia | | | | x |
| Logan, Chris | | | | x |
| Nguyen, Mimi | | | | x |
| Rucker, Gelinda | | | | x |
| Snellings, Andrew | | | | x |
| | | | | |
| | | | | |

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|---|---|
| Meeting Schedule (day/month/time) | Third Friday of every month at 9:00 a.m. in Franklin Library. |
|---|---|

SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 Parent/community members cannot be OUSD employees at the site.



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.