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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Franklin Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Franklin Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 and 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 with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Franklin Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Franklin Elementary School
CDS Code: 1612596001820
Principal: Lusa Lai
Date of this revision: 5/18/2021

The School 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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Lusa Lai	Position: Principal
Address: 915 Foothill Blvd. Oakland, CA 94606	Telephone: 510-874-3354 Email: lusa.lai@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Franklin Elementary School

Site Number: 116

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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: 05/18/2021

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|--|---|--|

Signatures:

Lusa Lai	<i>Lusa Lai</i>	Signature	5/18/2021
<i>Principal</i>			Date
lydia alexandre	<i>lydia alexandre</i>	Signature	5/18/2021
<i>SSC Chairperson</i>			Date
LaResha Martin	<i>LaResha Martin</i>	Signature	6/7/2021
<i>Network Superintendent</i>			Date
Lisa Spielman	<i>Lisa Spielman</i>	Signature	6/10/21
<i>Director, Strategic Resource Planning</i>			Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Franklin Elementary School**Site Number:** 116

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/14/2020	Franklin Staff	Staff engaged in school mission and vision statements.
1/19/2021	SSC	SSC engaged in school priorities and needs
2/3/2021	Family Meeting	Engaged in School Mission and Vision
2/9/2021	SSC	Engaged in School Mission and Vision
2/9/2021	Culture and Climate	Engaged in School Mission and Vision
2/19/2021	Franklin Staff	Engaged in Needs Assessment, Strengths and Challenges
4/13/2021	SSC	Reviewed entire SPSA, reviewed budget tab in detail
5/18/2021	SSC	Review and approval of SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$214,020.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,000,258.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$195,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$34,620.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,220.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$458,150.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$80,850.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$13,050.00	TBD	After School Education and Safety Program (ASES #6010)	\$157,618.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$214,020.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$786,238.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,000,258.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Franklin Elementary School

School ID: 116

School Description

Located in the heart of Oakland's San Antonio-Eastlake neighborhood, Franklin is proud to be one of OUSD's most diverse schools. We serve students from over 30 different countries who speak over 20 languages. As a hub for newcomer and refugee students, we work with a large number of students who have recently made Oakland their home, and provide support to meet their unique needs. Our students learn to live in a diverse environment, to respect other cultures, and are prepared for life in a global diverse community. They also move on to excel in college and succeed in a variety of career pathways. In addition to our 23 general education and two resource teachers, we have two Special Day Classes. Our experienced staff includes BCLAD and multilingual teachers who are fluent in Spanish, Chinese, and Vietnamese. Physical education, creative arts, library, and music teachers provide regular enrichment for our students. Our staff includes a School Psychologist, Social Worker, two Speech Therapists, Occupational Therapist, a school Nurse, STARs counselors, two intervention specialists. We are community oriented and partner with outside agencies to serve our diverse families; Franklin has an on-site after school program with EBAYC, and we partner with Harbor House and the Franklin Rec Center to provide after school enrichment. We offer additional academic support, including an Early Literacy Focused Program, gardening, newcomer intervention, Student Council, and Jr. Coaching. Franklin holds high expectations and rigor, and that is expressed in our focus on academic excellence, annual programs such as the Dr. Martin Luther King Jr. Oratorical Festival, Spelling Bee Competitions, Wellness Focus, Science Fairs, and multicultural assemblies.

School Mission and Vision

Franklin Elementary School strives to ensure that our culturally, racially and linguistically diverse students grow into life-long learners, empowered as the architects of their future. In partnership with families and our community, we provide all our students with the opportunity to succeed. Franklin is a global village that engages, nurtures and inspires the whole child: academically, socially, emotionally.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:

Priority Strengths

Root Causes of Strengths

<p><i>College/Career Readiness</i></p>	<p>Reading Inventory Grades 3-5 (Fall to Midyear): 3rd Grade: 9.7% Proficiency Growth 3rd Grade: 16.5% Reduction in Students Mult. Years Below 4th Grade: 5% Above Prof. Growth 5th Grade: 11.2% Above Prof. Growth 5th Grade: 9.7% Reduction in Students Mult. Years Below</p>	<p>The K-2 teams collaborate on daily SIPPs instruction, allowing for differentiated learning for students. Experienced and dedicated teachers also leverage existing resources such as classroom libraries, technological licenses, and PDs to optimize learning outcomes for all students. In addition, because of PDs focused on English language development, students are exposed to more rigorous academic language across subject areas. Franklin support staff also provide Tier 2 reading intervention to students. Support staff and programs include SIPPS, EBAYC, Newcomers' class, Harbor House, and STIPs. There has been a strong focus on reading growth as part of our Cycle 2 Plan. PLCs are held weekly, and each session is strategized for teachers to analyze data, view testing rigor, and backwards map. Students also engage in leveled small group reading, interactive lessons, online resources, strong vocabulary strategies, daily reading logs, independent reading, buddy reading, academic language, content reading, close reading strategies, EL instruction, and word morphology instruction. Students have also had more access to books and audiobooks.</p>
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<p><i>Focal Student Supports</i></p>	<p>Reading Inventory Grades 3-5 (Fall to Midyear) Increase of 9.5% ELLs performing at or above grade level</p> <p>Increase of 8.1% of African American students performing at or above grade level</p>	<p>Students have more time and resources to focus on reading--Epic!!!, SORA, physical books</p> <p>Dedicated teacher librarian and enrichment classes.</p> <p>Harbor House & EBAYC 1:1 tutoring</p> <p>Devoted speech therapists</p> <p>Newcomer teacher and instructional aid leading ELL groups</p> <p>Foundational literacy: SIPPS differentiation and teaching implementation with tutors; Inclusion Program and STIP subs participating as teachers; tutors and TSA implement mastery tests</p>
<p><i>Student/Family Supports</i></p>	<p>Strong teacher-family rapport has and continues to exist at our school</p> <p>Support student/family needs during the pandemic with tech, food, and supply distributions/home visits</p> <p>Social worker to support families with needs. STAR counselors. Harbor House. EBAYC tutoring. SIPPS intervention sessions with tutors.</p>	<p>Strong support for families with technology, food, materials and supplies distributions, staff support for families who need communication or guidance with all of the above, Social worker who is reaching out to families and doing home visits to support needs, multi-language language translation abilities for the many languages of our families, Harbor house and EBAYC supports our students and families, online assemblies and family events such as Lunar New year, Back to school night, Black History month, T-shirts designed by students.</p>

<i>Staff Supports</i>	<p>SIPPS Instructors Coaching and Instructional Support to meet the needs for the students to grow as readers.</p> <p>Support system for our staff to create and deliver study packets. Office staff effective and willing to get the material to the family.</p> <p>The need for better tech support for families to make SIPPS more effective. Students need more reliable internet service and sometimes better computers.</p> <p>Talking Points to reach out to families that can translate teacher messages across the language needs.</p>	<p>The SIPPS Instructors are given monthly development workshops to better aide how material is delivered to students.</p> <p>Office staff that interacts with our school community effectively and with cultural sensitivity,</p> <p>Franklin has multiple languages and our staff provides translation when necessary</p>
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<p>Reading Inventory Grades 3-5 (Fall to Midyear):</p> <p>38.3% of students showed no growth or reading loss</p>	<p>Distance learning disconnection/A lack of the guide(teacher) in the room to monitor and guide their understanding</p> <p>Access to texts: students not being able to get texts that'll help their learning,</p> <p>Teachers are still learning how to teach in this format. however, we are getting better</p> <p>General Issues: Root Causes/ Lack of connections to other resources?Last year no librarian, this year yes still not able to access texts</p> <p>Why are kids not using their critical thinking skills? How will we learn from the deficits of this year? How will this propel us next year.</p>
<i>Focal Student Supports</i>	<p>Reading Inventory Grades 3-5 (Fall to Midyear)</p> <p>87.6% of ELLs performing below grade level</p> <p>71.4% of African American students performing below grade level</p>	<p>We need more intervention in both math and reading. One on one intervention is needed. Because of distance learning kids are slipping through the cracks and we need more attention and intervention for those students. Question? Are we still having a newcomers class for next year. Understaffing</p>

<i>Student/Family Supports</i>	Technology challenges (access, consistency, quality, environment) Juggling multiple things (e.g. work, school, children)	Covid and Distant Learning create challenges and difficulty in communication.. Lack of access to technology. Home environment. Language barrier. Basic needs being met. Inconsistent communication with families. Challenges getting school materials. Franklin needs a Family Resource Center or specialist to increase engagement with the community.
<i>Staff Supports</i>	Struggle to address Covid slide for students. Guidelines for a safe return to in person learning: i.e. safety measures Challenge of securing funding for social work staff. Need larger SST team. Lack of consistency with Star Counselors Procuring substitutes is difficult. Access to functioning technology and instructional resources. Need support in communicating with families that do not communicate online and with translation for families that speak languages other than English.	Funding has been sporadic, challenging to secure funding our social worker. How do we strategically move funding expediently. Uncertainty because of needs brought on by COVID, access to translators, nurse does not work full time, not enough yard supervisors, access to the eye clinic

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024: By the end of May 2022, 85% of kindergarteners will complete the SIPP's Beginner Level, 85% of 1st graders will complete the SIPP's Extension Level, and 85% of 2nd graders will complete the SIPP's Challenge Level with proficiency. We will increase the percentage of students who show one or more years of growth on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 65.1%.

Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	95.0%	100.0%

Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	80.0%	95.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	70.0%	90.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-38.1 (Spring 2019)	n/a	-8.1
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	55.1%
Grades 3–5 at or above Mid-Grade (i-Ready)	All Students	tbd	tbd	60.0%	80.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	-10.0	-5.0
IAB Math Above Standard	All Students	n/a	17.8%	n/a	75.0%
CAST (Science) at or above Standard	All Students	n/a	22.1% (Spring 2019)	n/a	75.0%

Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a
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Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: We will decrease the percentage of students who are performing multiple years below grade level on the Reading Inventory (grades 3-5) by at least -5 percentage points to achieve a target of 7.9%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-90.1 (Spring 2019)	n/a	-50.1
SBAC ELA Distance from Standard Met	Low Income Students	+20 points DF3	-39.7 (Spring 2019)	n/a	0.3
Grades 3–5 at or above Mid-Grade (i-Ready)	Students with Disabilities	tbd	n/a	60.0%	75.0%
Grades 3–5 at or above Mid-Grade (i-Ready)	English Learners	tbd	n/a	60.0%	75.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	27.9%	25.0%	10.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-59.5 (Spring 2019)	-30.0	-15.0

SBAC Math Distance from Standard Met	Low Income Students	+20 points DF3	-44.2 (Spring 2019)	-20.0	-10.0
IAB Math Above Standard	Students with Disabilities	n/a	8.9%	n/a	75.0%
IAB Math Above Standard	Low Income Students	n/a	18.3%	n/a	85.0%
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	9.2%	n/a	41.2%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	50.0%

We will reduce chronic absenteeism for all students by 2 percent to 17.9%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: We will reduce chronic absenteeism for all students by 2 percent to 17.9%

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	72.8%	n/a	82.8%
Suspensions	All Students	-2pp	0.3%	n/a	0.0%
Suspensions	African-American Students	-2pp	1.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	14.4%	n/a	21.9%
Chronic Absence	African-American Students	-2pp	43.7%	n/a	21.7%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for May 2024:		We will increase our students' sense of belonging by 2% each year to 76.2% as measured on the CHKS Survey question, "I feel part of this school."			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	76.2%	80.0%
Teacher Retention	All Teachers	n/a	85.3% (Fall 2020)	90.0%	90.0%

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Students have access to effective and experienced teachers. A positive change is that our STIPs are being used to support instruction. However, not all students are getting enrichment programs such as gardening, PE, Playworks, art, music, science prep, computer literacy, or library. Our students have limited access to Visual and Performing Arts and field trips. To mitigate these inequities, more effective management and planning of resources need to be implemented. More parent involvement is also needed in order to develop a PTA.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Franklin Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: Chronic Absenteeism

Theory of Change: If we continue to provide PD and effectively use PBIS and RJ practices, morning circles, SEL strategies and mindfulness techniques, then our African American, Latino and refugee students will be given the opportunity to feel included, valued and listened to. If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, Enrichment, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related School Goal: By May 2022, we will reduce chronic absenteeism for all students by 2 percent to 12.7% as measured by Aeries attendance reports.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation includes morning circles, monthly family engagement meetings, and monthly assemblies. We have successfully implemented the 4 Bs (Be Safe, Be Respectful, Be Kind, Be Responsible) sitewide. We have a strong COST team, STARS clinicians, social worker, and attendance team that has resulted a decrease in absences.

What evidence do you see that your practices are effective?

Franklin has seen a reduction in absences and all students have access to technology for online classes. Students are connecting with counselors and provide help when needed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Implement individual recognition for attendance; develop more PBIS and RJ PDs; have discussions towards adopting SEL curriculum; culturally inclusive displays in strategic locations on school site, such as at the cafeteria and office area. Reinstatement of teachers signing up monthly to display culturally relevant student art/work. Ensure that classrooms have access to culturally relevant books. Develop strategies for creating equitable representation on Student Council.

20-21 Standards-Based Instruction Priority: Mathematics

Theory of Change: If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, Enrichment, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC).

Related School Goal: By May 2022, we will increase the percentage of students who meet standards on the Math SBAC by at least +15 points to achieve a target of -13.5 DFS, as measured by the Math SBAC.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation includes regular math talks, use of academic language, use of different models to show conceptual understanding, error analysis in homework and classwork, small group collaboration, and intervention.

What evidence do you see that your practices are effective?

Evidence includes increased student participation in explaining mathematical reasoning, increased evidence in students taking more risks in math discussions, use of math models to help ELL learning, use of multiple strategies in problem solving.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Instructional time dedicated to the internalization of math facts and dedicated time for math PDs. Potentially piloting a new math curriculum. Embed writing into math. Connect math and science via math/science extension activities in FOSS.

20-21 Language & Literacy Priority: ELA

Theory of Change:

If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).

Related School Goal:

Adult Professional Learning

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Franklin is implementing SIPPs with successful differentiation. PLCs are consistent with grade levels collaborating and backwards planning. Upper grades are using PLC time to deconstruct formative data in order to inform instruction, plus review Common Core standards. Collaboration and staffing supports also positively impact learning. Making Meaning program has made successful gains in student use of academic vocabulary. New teachers are receiving regular coaching.

What evidence do you see that your practices are effective?

Increased student confidence on use of academic vocabulary is evident during discussions. Evidence of academic discussion and science talk in classrooms. Student growth on SRIs and DIBELS assessments. Focused PLC discussions resulting in specific goals, e.g. sight words and academic vocabulary growth strategies across the grades.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes include more peer observations, PLCs to be continued and developed, attention to language conventions standardized across the grades. To increase attention to reading comprehension and vocabulary acquisition, use PLCs to focus on specific reading strategies.

20-21 Conditions for Adult Professional Learning Priority:

Adult Professional Learning

Theory of Change:	If PDs and PLCs are coordinated with, and driven by data from the Cycles of Inquiry, and the specific topics are determined with teacher input, a PD/PLC calendar will be created before each Inquiry Cycle begins, then teachers will develop skills that inform their instruction and lead to maximization of best practices.
Related School Goal:	All teachers will use the TGDS handbook to self-evaluate themselves in the 5 domains at the beginning of the school year. They will focus on one indicator and grow by at least one rating by the end of the school year. Doing so will help strengthen teacher practice and help us achieve our target of 55.1% of students making at least one year of growth on the Reading Inventory. It will also help us reach our target of -13.5 DFS on the Math SBAC.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Staff receive weekly professional development and time for collaboration during their PLCs. We also have full day Professional Development sessions at the beginning of the school year, and twice during the year.	
What evidence do you see that your practices are effective?	
Staff are utilizing the strategies gained from professional development in their day to day teaching. Teachers are using color coding, various participation strategies, and data collection tools.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will continue our regular PD cycles and continue to push ourselves to be even stronger educators.	
20-21 Conditions for English Language Learners Priority:	Reclassification
Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop a rubric for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal:	By May 2021, we will improve our reclassification rate by at least 16% to reach a 25.2% reclassification rate for students who are English Language Learners.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Franklin currently has a 0.5 Newcomer/ELL intervention teacher who provides intervention for our ELL population. Other practices include frontloading vocabulary, use of realia, anchor charts, sentence frames, academic discussions, and scaffolding strategies to aid comprehension. 4th/ 5th grades use WordGen curriculum for academic language development.	
What evidence do you see that your practices are effective?	
All classrooms show evidence through word walls, discussion starters, anchor charts, and sentence frames in their online class account. Student work is shared. Successful reclassification of ELL students.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	

Changes include more reclassification ceremonies, highlighting students' abilities to speak multiple languages, growth awards, partner young kids with older kids as partners, and newcomer training with the ELLMA department.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

In our proposed budget, we requested for a Recess Coach, but due to COVID and students not being physically in school, we eliminated that position and used the funds to purchase online subscriptions and other materials for students that were essential to distance learning.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Franklin Elementary School

School ID: 116

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"): Chronic Absenteeism

School Theory of Change:

If we continue to provide PD and effectively use RJ practices, morning circles, SEL strategies and mindfulness techniques, then our African American, Latino and refugee students will be given the opportunity to feel included, valued and listened to. If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related Goal(s): All students build relationships to feel connected and engaged in learning.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	Restorative Justice practices will be employed across all students including low SES. Students will be offered regular counseling and SEL support through staff and consultants.	Supports from District on Restorative Justice PD; modeling RJ practices via Office disciplinary processes and daily interactions with students; plan PD around PBIS and implicit bias, focus on PBIS especially during the first 6 weeks of school, PBIS assemblies to recognize positive behaviors	Behavioral flowchart will be utilized to effectively address behavioral challenges. Staff will consistently submit URFs when warranted, so that a true baseline will be established, all staff will have regular PBIS check-ins	Struggle to address Covid slide for students. Guidelines for a safe return to in person learning: i.e. safety measures Challenge of securing funding for social work staff. Need larger SST team. Lack of consistency with Star Counselors Procuring substitutes is difficult. Access to functioning technology and instructional resources. Need support in communicating with families that do not communicate online and with translation for families that speak languages other than English.	Tier 2
1-2	Physical Education teacher and coach will work with all students to support physical well-being, during that time students will learn how to collaborate together via games and sport	Scheduling to ensure maximum interface between classroom and PE teacher, align resources for PE room; Continue planning with Kaboom and the District for future playground resurfacing and redesign	90% of students will be engaged in age appropriate active play		

1-3	Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	Partner with Junior Center of Arts and Science, scheduling preps to ensure maximum impact for all students while also creating preps for classroom teachers. Scheduling extended learning time for after school intervention.	Artwork in classrooms and on walls will include creative expression revealing student identity and culture. CHKS data will show student experiences of a welcoming and supportive school community.		
1-4	Teachers will communicate regularly with families.	Spring and summer meetings with incoming kindergarten families include discussions about literacy goals and strategies. Utilize the school psychologist/social worker/counselor to support the comprehensive needs of students and families.	Increased attendance and academic outcomes for all students. Increased participation of families in school-wide structures and attendance at school-wide events that inform parents of how to better support students' academic achievement. A PTO/PTA planning committee will be formed to increase parent involvement.		

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Math talks and academic discourse will be observed in 80% of classrooms during walkthroughs and observations. Tasks will be listed on all boards and aligned to standards.		
2-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets monthly to plan responsive Professional Development. Additional ILT meetings will be scheduled as needed.	Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. PLC agendas will document planning for math differentiation.		
2-3	Teachers will implement daily math facts instruction.	Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task.	Students will demonstrate math facts fluency using authentic student assessments.		

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	ELA
School Theory of Change:	If teachers develop a deep understanding of the common core standards, use data driven differentiated reading and writing instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (SIPPs, ORF, iReady, F&P, DRA, EDL, On Demand Writing, SBAC, SRI).

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>If PDs and PLCs are coordinated with, and driven by data from the Cycles of Inquiry, and the specific topics are determined with teacher input, a PD/PLC calendar will be created before each Inquiry Cycle begins, then teachers will develop skills that inform their instruction and lead to maximization of best practices.</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	Provide teachers with professional development to understand data, implement high leverage interventions and acceleration Common Planning and PLC time for teachers; hiring of two STIP subs to provide release time for teacher collaboration	Student work will be visible in all classrooms and student work will be analyzed regularly. PD schedule will be clearly aligned to cycles of inquiry.		
3-2	Conferring with all students around data once per trimester	Provide support for teachers on data conferencing with students. Grade level data conferences during PLCs.	Students will understand how to make learning goals for themselves based on the feedback from student-teacher data conferences.		
3-3	Focus on teaching Tier 2 Academic Vocabulary	Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task.	Students will utilize words during Academic Discussions and Writing Workshop.		
3-4	Utilize anchor charts to support language conventions and academic instruction	Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task.	Students will utilize anchor charts during Academic Discussions and Writing Workshop.		

3-5	K-2 teachers provide regular, systematic differentiated foundational skills instruction. These skills are monitored and taught until mastered by each student.	Establish expectatoin of implementation of SIPPS curriculum, including regular assessment			
3-6		Support interventionists (early lit tutors) teach small group SIPPS and track progress of all students			
3-7		Ensure all students receive library time and opportunity to check out books			
3-8		Support collaboration space for librarian to meet with teachers to connect foci of read alouds			

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Adult Professional Learning				
School Theory of Change:	If PDs and PLCs are coordinated with, and driven by data from the Cycles of Inquiry, and the specific topics are determined with teacher input, a PD/PLC calendar will be created before each Inquiry Cycle begins, then teachers will develop skills that inform their instruction and lead to maximization of best practices.				
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teaching practices will reflect skills and strategies developed during PDs and Inquiry Cycles.	Practice and lead collaborative inquiry to build a culture of public learning and improve learning for teachers	Established PD Calendar, PLCs aligned to inquiry focus		

4-2	Teaching practices will reflect skills and strategies developed during demo lessons.	Peer observations, data driven PLCs	Peer observation notes, next steps, PLC notes/agenda		
4-3	Regular differentiated reading groups, 2-3 times a week for 30 minutes	Schedule and hire staffing to make it possible to teach in small groups	Small group rotation schedule, progress tracking		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Reclassification
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop a rubric for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation. ILT Professional Development planning, PLC and PD time, aligning resources for outside trainers as needed	Teachers are consistently providing small group instruction for English Language Learners.		

5-2	Newcomer teacher will provide targeted support for all Tier 1 newcomer and ELL students	Ongoing PD support for Newcomer teacher and paraeducator; participation in OUSD-wide Newcomer PLC and PD Budgeting for newcomer teacher and paraeducator; assigning newcomer classroom; researching and joining newcomer PD groups	100% of N1 and N2 students will be enrolled in newcomer supports for at least 50% of the year.		
5-3	Refugee Transitions and newcomer teachers will collaborate to ensure they meet the social and emotional needs of all newcomer students	Identifying and partnering with high-leverage community partners Community partnerships, intervention specialist to work with targeted students	Families share that their needs are being met in a timely fashion.		
5-4	Academic mentors and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	Coaching-- Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	ELL language proficiency will improve as measured from Reading Inventory and F&P data. Over time, ELL classification rates will also increase.	Reading Inventory Grades 3-5 (Fall to Midyear) 87.6% of ELLs performing below grade level 71.4% of African American students performing below grade level	Tier 2

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPISA ACTION	BUDGET ACTION NUMBER
Consultant: Consultant will provide counseling to students and social services to families. He will conduct home visits when needed.	\$59,000	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Restorative Justice practices will be employed across all students including low SES. Students will be offered regular counseling and SEL support through staff and consultants.	116-1
IA Bilingual, Aid will provide small group intervention to students	\$55,642	Title I: Basic	2105	Classified Instructional Aide Salaries	1285	IA Bilingual	0.80	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Newcomer teacher will provide targeted support for all Tier 1 newcomer and ELL students	116-2
STIP will provide intervention supports to students	\$24,222	Title I: Basic	1105	Certificated Teachers' Salaries	6258	STIP Teacher	0.40	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Academic mentors and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	116-3
STIP will provide intervention supports to students	\$56,250	Title I: Basic	1105	Certificated Teachers' Salaries	6260	STIP Teacher	0.80	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Academic mentors and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	116-4
Translations Extended Time: Classified staff will provide translations to parents during parent conferences and meetings	\$3,000	Title I: Parent Participation	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers will communicate regularly with families.	116-5
English Classes for Parents: Parents will learn English and that will provide more help and opportunities to students	\$2,200	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-6
Teacher Librarian, provide reading instruction and research skills to students	\$55,000	Measure G: Library	1205	Certificated Pupil Support Salaries	tbd	Enter position number at left.	tbd	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-7
EBAYC: Provide after school enrichment and academic intervention for students	\$157,618	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-8

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copier/Maintenance Agreement: Essential for school copies, teaching, and communication for TK-5 students and families	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-9
Supplies: Essential for school supplies, providing support for TK-5 students	\$29,320	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-10
Postage: Communication to families	\$300	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers will communicate regularly with families.	116-11
Substitutes: Provides teachers coverage to assess students and to build on professional development	\$25,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-12
Classified Extra Time: Essential for Helping families register over the summer, translate during conferences, help with night events. Communication and support for families	\$15,000	LCFF Supplemental	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Identifying and partnering with high-leverage community partners Community partnerships, intervention specialist to work with targeted students	116-13
Extended Time for Teachers: Provide after-school tutoring and enrichment to students. Professional learning for teachers.	\$25,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Coaching-- Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	116-14
Transportation: Fieldtrips for TK-5 students to support academic learning	\$12,500	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-15
Online Subscriptions: Newsletters and programs for TK-5 Students to supplement learning	\$7,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will implement daily math facts instruction.	116-16
Classroom other than textbooks: Provided classroom libraries that support academic learning for TK-5 students	\$9,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-17

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Book Trust: Provide books for TK-3 students for at home reading, improve reading foundations	\$7,500	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	116-18
Instructional Supplies: Essential for instructional materials for TK-5 students, provides materials for them to use when learning	\$14,239	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-19
Early Literacy Tutors: Provide before school academic intervention and push-in support for TK-5 students	\$13,738	LCFF Supplemental	2105	Classified Instructional Aide Salaries	8326	Enter position number at left.	0.40	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-20
Early Literacy Tutors: Provide before school academic intervention and push-in support for TK-5 students	\$13,738	LCFF Supplemental	2105	Classified Instructional Aide Salaries	8325	Enter position number at left.	0.40	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-21
Bilingual Clerk: Provide support to families, translation during family meetings and conferences	\$56,027	LCFF Supplemental	2405	Clerical Salaries	1349	Clerk Typist, Intermediate Bilingual	0.80	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Identifying and partnering with high-leverage community partners Community partnerships, intervention specialist to work with targeted students	116-22
Noon Supervisor: Provide social emotional support and balance to TK-5 students during recess	\$1,046	LCFF Supplemental	2905	Other Classified Salaries	3781	Noon Supervisor	0.10	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Supports from District on Restorative Justice PD; modeling RJ practices via Office disciplinary processes and daily interactions with students; plan PD around PBIS and implicit bias, focus on PBIS especially during the first 6 weeks of school, PBIS assemblies to recognize positive behaviors	116-23
Noon Supervisor: Provide social emotional support and balance to TK-5 students during recess	\$10,442	LCFF Supplemental	2905	Other Classified Salaries	2689	Noon Supervisor	0.30	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Supports from District on Restorative Justice PD; modeling RJ practices via Office disciplinary processes and daily interactions with students; plan PD around PBIS and implicit bias, focus on PBIS especially during the first 6 weeks of school, PBIS assemblies to recognize positive behaviors	116-24

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Noon Supervisor: Provide social emotional support and balance to TK-5 students during recess	\$11,320	LCFF Supplemental	2905	Other Classified Salaries	4176	Noon Supervisor	0.30	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Supports from District on Restorative Justice PD; modeling RJ practices via Office disciplinary processes and daily interactions with students; plan PD around PBIS and implicit bias, focus on PBIS especially during the first 6 weeks of school, PBIS assemblies to recognize positive behaviors	116-25
STIP will provide intervention supports to TK-5 students and social emotional support during recess	\$36,334	LCFF Supplemental	1105	Certificated Teachers' Salaries	6258	STIP Teacher	0.60	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Supports from District on Restorative Justice PD; modeling RJ practices via Office disciplinary processes and daily interactions with students; plan PD around PBIS and implicit bias, focus on PBIS especially during the first 6 weeks of school, PBIS assemblies to recognize positive behaviors	116-26
STIP will provide intervention supports to TK-5 students and social emotional support during recess	\$14,063	LCFF Supplemental	1105	Certificated Teachers' Salaries	6260	STIP Teacher	0.20	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Supports from District on Restorative Justice PD; modeling RJ practices via Office disciplinary processes and daily interactions with students; plan PD around PBIS and implicit bias, focus on PBIS especially during the first 6 weeks of school, PBIS assemblies to recognize positive behaviors	116-27
PE Teacher: Provide Social Emotional Support and Exercise to TK-5 students	\$47,329	LCFF Supplemental	1105	Certificated Teachers' Salaries	4209	Teacher Education Enhancement	0.80	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Physical Education teacher and coach will work with all students to support physical well-being, during that time students will learn how to collaborate together via games and sport	116-28
Teacher on Special Assignment: Provide academic intervention to TK-5 students	\$138,874	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1159	10-Month Classroom TSA	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-29
Music Program: Provide music instruction to TK-2 students	\$18,500	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	116-30
Instructional Supplies: Essential for instructional materials for TK-5 students, provides materials for them to use when learning	\$818	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-31
Language Links: Contracting service that provides translation support for our families during parent conferences and meetings	\$3,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers will communicate regularly with families.	116-32
Teacher Librarian, provide reading instruction and research skills to students	\$44,795	LCFF Concentration	1205	Certificated Pupil Support Salaries	7729	Librarian	0.36	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Focus on teaching Tier 2 Academic Vocabulary	116-33

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor: Provide academic intervention and push-in support to all TK-5 students	\$13,738	LCFF Concentration	2105	Classified Instructional Aide Salaries	8327	Enter position number at left.	0 0.4	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-34
Enrichment Contracts - Provide students with afterschool enrichment activities	\$4,350	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-35
Extended Contract for Teachers - Provide students with afterschool enrichment activities	\$4,350	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-36
Technology - Hardware for Classrooms	\$4,350	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-37
Instructional Supplies: Materials for student learning	\$636	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-38



Strategic Resource Planning (SRP)

(Elementary School Name Here)
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Lydia Alexandre
Vice Chairperson:	Vincent Yu
Secretary:	Kristina Bao-Paluck

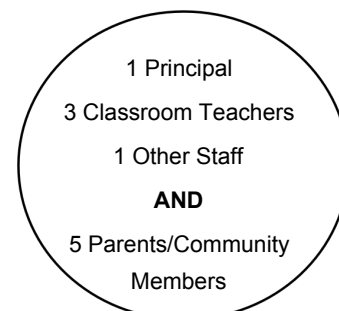
SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Lusa Lai	X			
Lydia Alexandre				X
Vincent Yu				X
Kristina Bao-Paluck			X	
Yumi Look		X		
Christine Douglas		X		
Lisa Lam		X		
Demisha Barker				X
David Li-Bland				X
Tsehai A Netsereab				X

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesdays of the Month, 4pm to 5pm
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.





**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Franklin Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Presentation by teachers at Annual Back-to-School Night
- Parent/Teacher Conferences
- Provides materials and training to help Title 1 Program Parents work independently with their children to improve their children's academic achievement.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Back-to-School Night
- School Site Council Meetings
- Parent/Teacher Conferences
- Open House
- Oakland Walk-a-Thon

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Provides parents of Title 1 students with opportunities for regular meetings to participate in decisions relating to the education of their children.

The school communicates to families about the school's Title I, Part A programs by:

- Annual Title 1 Meeting
- Monthly School Site Council Meetings
- School Newsletters/Flyers, School Messengers, Talking Points
- Providing dates/times of district trainings pertaining to Title 1 programs

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Presentation by teachers at Annual Back-to-School Night
- Parent/Teacher conferences
- Provide student test results and training for understanding of test scores

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Providing written and oral translations whenever possible
- School newsletters/flyers, School Messenger, Talking Points

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Providing information on how to register with OUSD for clearance to volunteer at the school site
- Polling teachers on their volunteer needs and then informing parents
- Parent Leadership Team

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Use of Title 1 parents' funds to purchase supplemental academic materials in English and other languages to support parents in assisting their children
- Provide a series of parent workshops in reading, math, and techniques for working with the child at home

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Provide resources to become informed via books, articles, related websites

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Regular Coffee Time with administrators
- Parent/teacher learning sessions to inform what is being taught in the classroom and how parents/guardians can inform

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Ongoing/monthly invitations/announcements to attend SSC and SELLS meetings
- School Messenger, Flyers, Bulletin Boards, Talking Point

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing activities that are physically and verbally accessible
- Workshops/Training opportunities with topics suggested by parents and school personnel that support Franklin's Title 1 program

The school provides support for parent and family engagement activities requested by parents by:

- Ongoing meet and greet community gatherings
- Family engagement activity nights

- SSC

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- ILT
- SIPPS Coordinator
- SSC

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by Franklin Elementary School on August 31, 2020 and will be in effect for the period through August 10, 2020 through May 28, 2021.

The school will distribute this policy to all parents on or before September 30, 2020 of the current school year.

Name of Principal

Lusa Lai

Signature of Principal



Date

09/03/2020

Please attach the [School-Parent Compact](#) to this document.



School-Parent Compact

Franklin Elementary School

2020-2021

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Enable students to meet the State's content standards by:

- Focusing on 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

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

Franklin Elementary will hold parent-teacher conferences in October 2020. Additional parent-teacher conferences will be held when needed.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- Parent conferences in October
- Additional parent conferences as needed
- Review of scores from district tests via parent-teacher conferences, as needed
- Intervention parent conferences, as needed

4) Provide parents reasonable access to staff.

- Monthly School Site Council (SSC) meetings
- School Study Team (SST) meetings, as needed
- Parent Conferences, as needed
- Regular office hours during Distance Learning

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- Parent Leadership Team
- School Assemblies or Events
- Classroom Volunteers

6) Provide parents with materials and training to help them improve the academic achievement of their children.

- Use of Title 1 parents' funds to purchase supplemental academic materials in English and other languages to support parents in assisting their child
- Provide a series of parent workshops in reading, math, and SEL techniques for working with the child at home

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

- Providing Professional Development by district staff and/or contracted consultants with expertise in this area
- Provide resources to become informed via books, articles, related websites

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. *e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- Monitor daily attendance
- Make sure daily homework is completed
- Assure that child is getting adequate sleep and eating a healthy diet
- Attend Back-to-School Night, Parent-Teacher Conferences, Open House and other school events
- Check in the school office when visiting the classroom/school

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- Follow school rules
- Be responsible for my own behavior

This Compact was adopted by Franklin Elementary School on August 31, 2020 and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 1, 2020.

Signature of Principal



Date

09/03/2020