

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Franklin Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Franklin Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Single Plan for Student Achievement 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 improvement actions, directs resources where they will most directly improve 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.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Franklin Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Franklin Elementary

6001820

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Franklin Elementary School, located in the heart of New Chinatown in Oakland, has high expectations for all students. The campus is alive with ever changing multicultural art work reflecting our connection with local art and music community. Franklin is home to block long lush garden beds tended by each classroom. This garden is a reflection of the commitment of students, staff, families, and community to create and maintain a welcoming, positive atmosphere for all. We have eleven bilingual classes for Cantonese, Spanish, and Vietnamese students and twenty Structured English Immersion (SEI) classes for other language groups. Franklin School provides Deaf and Hard of Hearing Special Education (SPED) instruction to the OUSD's K-5 students. Franklin also has a SPED kindergarten and a SPED 4th and 5th grade program. Franklin is one of the most diverse elementary schools in the Oakland Unified School District with an ethnic breakdown as follows: approximately 22% Latino, 48% Asian, and 15% African-American. 64% of the student body is English Language Learners and 80% qualify for the Free and Reduced Lunch Program.

VISION

Franklin Elementary School strives to ensure that our culturally diverse students and families become life-long learners, make positive life choices and become architects of their future. Franklin also seeks to support the children in families who are starting lives in new places. We strive to provide them the opportunity to succeed academically. With parents and guardians as valued partners, the mission is to provide a solid educational program with high expectations and a strong emphasis on language development. With our culturally rich student population, we encourage everyone to draw on, value and respect their own and each others' cultures. We provide a safe and nurturing environment. Students learn to become leaders, and to see themselves as interdependent members of a diverse community.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Going Forward Based on these two years of data, we are going to follow the procedures and practices as outlined in the Focal 15 Initiative. We have analyzed focal students' conditions of learning, established short time learning targets, designed and implemented change strategies, evaluated and revised these based on interim progress measures. *All EL's are grouped by their CELDT results. These students receive leveled instruction for thirty minutes of daily in the ELD curriculum. EO's are included during ELD instruction to increase achievement in ELA. Frontloading is providing during the first twenty minutes of the core ELA. *Franklin's before/after school student intervention program, Higher Learning program, Summer School Intervention Program increase learning time for targeted students above and beyond the school day. *Student Success Teams (SST) meets twice a week for a closer look at those students flying red flags. Individual and small student groups meet 3-5 times weekly with the psychological support staff. *For 2012-2013, we will keep those teaching/leadership/organizational practices that produced an API score of 816. In order to maintain this level of achievement, we have provided coaching support for the ELD Program and for the continuous ELA Intervention Program and its intervention specialist. In addition to this intervention program, Franklin Reading Buddies will provide additional intensive one-on-one ELA support using technology and OCR core based instructional materials and strategies. We have begun a three year pilot high school mentoring one-on-one program for one day a week. *With the three years (ACES) Advancing Collaboration for Equity in Sciences grant, our goal is to increase student achievement in science content through the integration of FOSS with writing, English Language Development (ELD) and Academic English Development (AED) strategies and improve students' overall writing skills. *Our teachers will use the computer lab as an additional tool to support their instruction strategies and promote student learning. *Franklin's website provides teachers, students, and parents with an online resource that supports student progress and learning, and school parent communication. *Franklin will monitor and implement the effectiveness of these strategies through ELA and Math ALS assessments. The school site progress monitoring program and core curriculum program assessments will be used as additional checks. *Franklin's SSC meets the third Friday of each month during the school year. This council offers an excellent opportunity for parents, community members and site personnel to work together and plan for student achievement.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

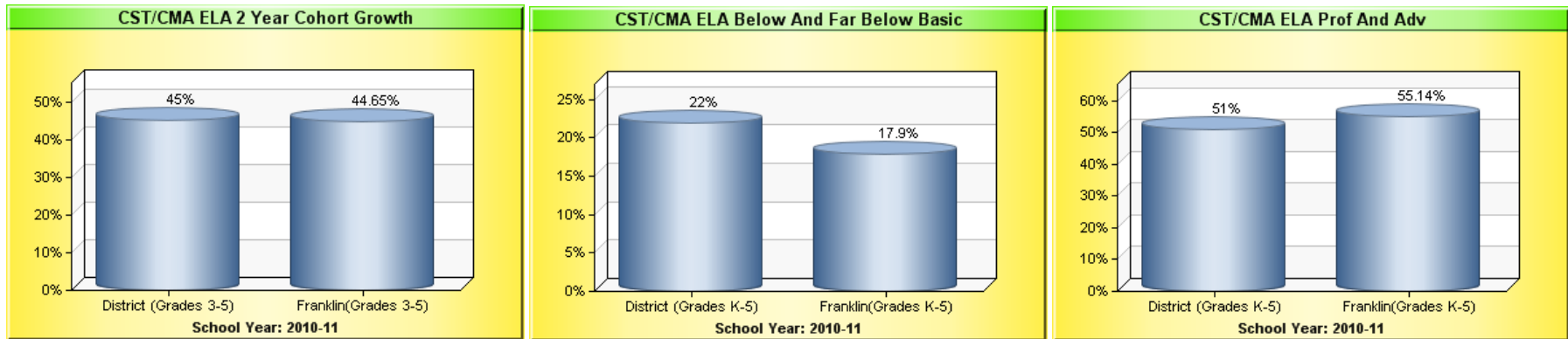
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- Schoolwide Cohort Matched Data: _____ showed growth; _____ were flat; 0.5 showed decline.

Data Analysis

- Many students declined in their proficiency from one year to another.
- Possible Reason 1: Franklin lacks sufficient numbers of effective intervention programs targeted to each student's specific needs.
- Possible Reason 2: Our afterschool programs only target students from grades 2 through 5.
- Possible Reason 3: High influx of non-speaking English newcomers throughout the year at all grade levels.

Theory Action

- We have established several Professional Learning Communities (PLC) systems where teachers collect, analyze data, and make adjustments to their teaching.
- We use district, core assessments, and teacher and site coach's observations to evaluate the quality and effectiveness of instruction.
- Teachers are familiar with how to interpret data results and apply them to faceplate their teaching practices.
- We engage families in regular conferences to ensure home support and to make them aware of student progress.
- Student learning will increase as measured by CSTs, district benchmarks, and core/teacher made assessments.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Practices: ELA	CELDT	English Learners	Ongoing	Ronald Mark	4/2/2012	116SQI1A166	Intervention specialists to provide support for the Franklin ELA Intervention Program.	7091-EIA - LEP		IABIL0040	0.8	\$46,044.23
Instructional Practices: ELA	CELDT	English Learners	Ongoing	Ronald Mark	4/2/2012	116SQI1A517	Intervention specialists to provide support for the Franklin ELA Intervention Program.	7091-EIA - LEP		IABIL0072	0.8	\$40,134.89
Instructional Practices: ELA	District Assessments	FBB, BB and BAS	Ongoing	Ronald Mark	4/2/2012	116SQI1A519	Intervention specialists to provide support for the Franklin ELA Intervention Program.	7090-EIA - SCE		TC111F0015	0.5	\$50,649.63
Instructional Practices: ELA	CELDT	English Learners	Ongoing	Ronald Mark	4/2/2012	116SQI1A521	Intervention specialists to provide support for the Franklin ELA Intervention	7090-EIA - SCE		INTSPC0154	0.5	\$26,920.34

							Program.					
Instructional Practices: ELA	CELDT	English Learners	Ongoing	Jeanette MacDonald	4/2/2012	116SQ11A525	TSA to provide teachers with professional ELA/ELL development, coaching, and classroom instruction modeling.	7091-EIA - LEP		TC111F0012	0.25	\$27,486.73
Instructional Practices: ELA	District Assessments	FBB, BB and BAS	Ongoing	Jeanette MacDonald	4/2/2012	116SQ11A526	TSA provides teachers with classroom demonstration lessons, coaching, and professional development opportunities. This support covers strategies used in ELL, ELA, ELD, and AED. English language arts core, math core, and core curricula are also supported.	3010-Title I		TC111F0012	0.75	\$82,460.20
Instructional Practices: ELA	District Assessments	FBB, BB and BAS	Ongoing	Jeanette MacDonald	4/2/2012	116SQ11A527	TSA provides teachers with classroom demonstration lessons, coaching, and professional development opportunities. This support covers strategies used in ELL, ELA, ELD, and AED. English language arts core, math core, and core curricula are also supported.	3010-Title I		TC111F0015	0.2	\$20,259.85
Organizational Practices	Suspension/Expulsion data	All Students	Ongoing	Jeanette MacDonald	4/2/2012	116SQ11A537	Psychologist to train teachers about emotional, social, and behavioral issues that prevent academic achievement, eg like the Mindfulness Program, and assist students with emotional/behavioral/social issues that prevent academic achievement.	7090-EIA - SCE		PSYCHL0040	0.2	\$23,312.83
Instructional Practices: ELA	CELDT. District Assessments	English Learners	June 2013	Ronald Mark	4/2/2012	116SQ11A544	Intervention specialists to provide support for the Franklin ELA Intervention Program. Bilingual capabilities preferred.	7091-EIA - LEP		INTSPC0154	0.3	\$16,152.20
Instructional Supplies to enhance student learning.	District Assessments, CST	English Learners	June, 2013	Jeanette MacDonald	4/2/2012	116SQ11A3179	Additional Classroom supplies	7090-EIA - SCE	4310-SUPPLIES		0	\$3,609.65
Instructional Supplies to enhance student learning.	District Assessments, CST	English Learners	June, 2013	Jeanette MacDonald	4/2/2012	116SQ11A3180	Additional Classroom supplies	7091-EIA - LEP	4310-SUPPLIES		0	\$4,030.10
Instructional Supplies to enhance student learning.	District Assessments, CST	English Learners	June, 2013	Jeanette MacDonald	4/2/2012	116SQ11A3181	Additional Classroom supplies	7090-EIA - SCE	4399-SURPLUS		0	\$817.00
Instructional Aide	District Assessments, CST	English Learners	June 2013	Jeanette MacDonald	4/2/2012	116SQ11A3183	Intervention specialists to provide support for the Franklin ELA Intervention Program.	3010-Title I		K12IA9999	0.3	\$13,257.37
Instructional Aide	District Assessments, CST	English Learners	June 2013	Jeanette MacDonald	4/2/2012	116SQ11A3185	Intervention specialists to provide support for the Franklin ELA Intervention Program.	7090-EIA - SCE		K12IA9999	0.49999	\$22,095.18

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

School Quality Standards relevant to this Strategic Priority
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

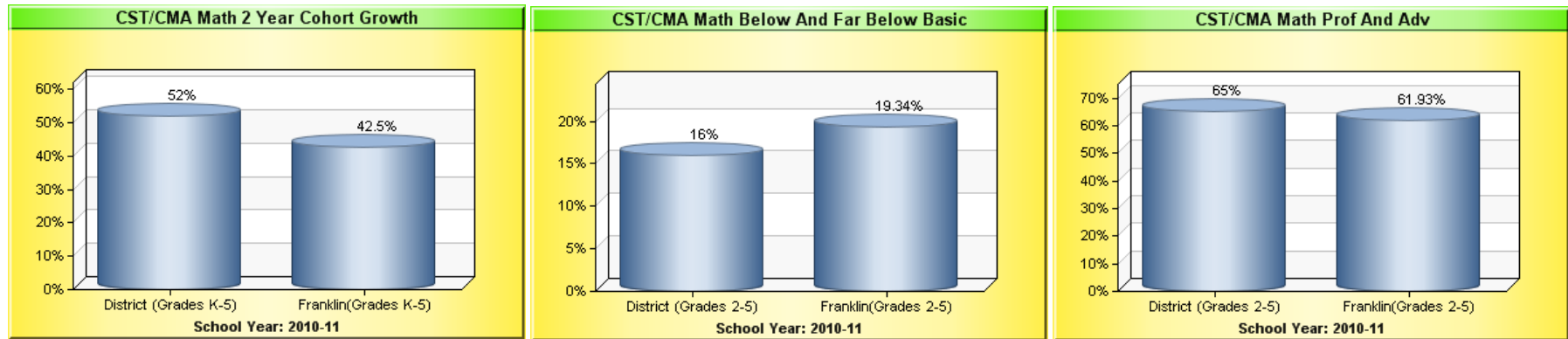
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

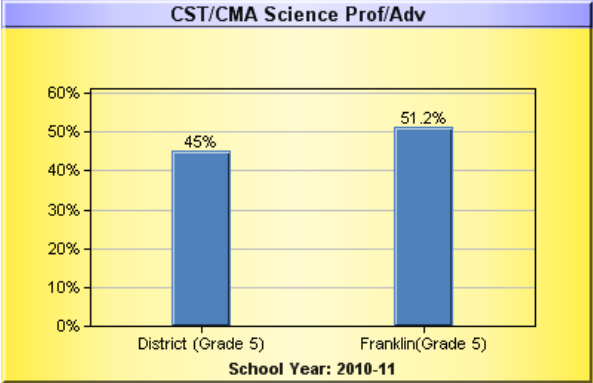
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

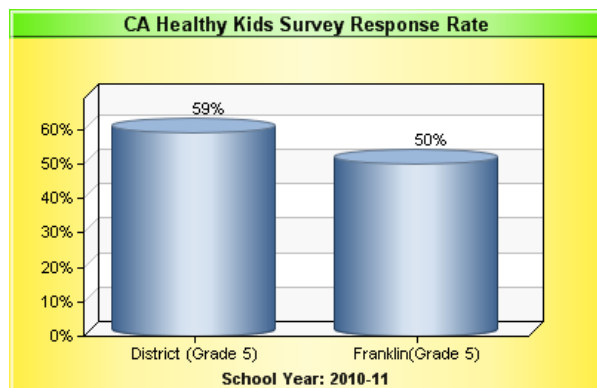
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

School Quality Standards relevant to this Strategic Priority

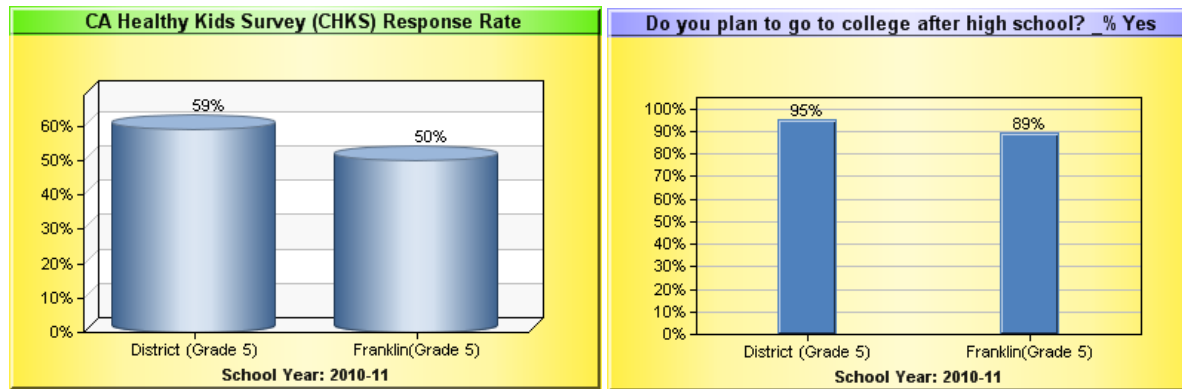
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Accelerating Students through Targeted Approaches	CST, District Assessments	GATE	June 2013	Marilee Simons	4/18/2012	116SQ11E3736	GATE Program: Provide differentiated instruction for identified GATE students.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Franklin Elementary

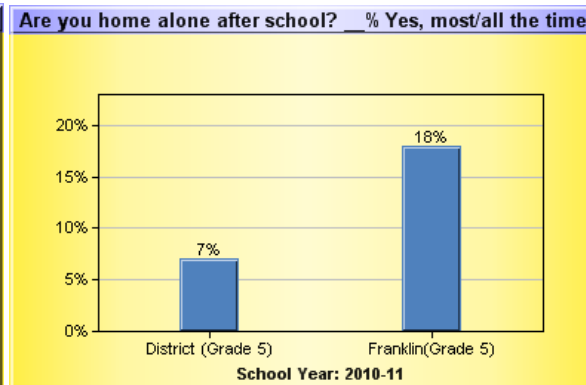
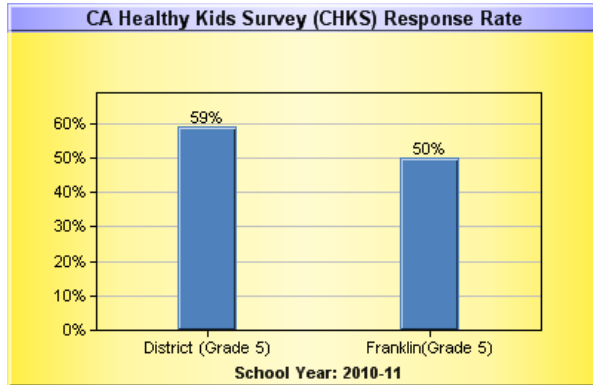
Principal: JEANETTE MAC DONALD

School Quality Standards relevant to this Strategic Priority
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Extended Learning Time		FBB, BB and BAS	June 2013	Jeanette MacDonald	4/2/2012	116SQI1F3175	Summer Intervention	3010-Title I	4395-SUMMER INTERVENTION - TITLE I SETASIDE		0	\$19,841.86
Extended Learning Time		FBB, BB and BAS	June 2013	Jeanette MacDonald	4/2/2012	116SQI1F3176	Summer Intervention	3010-Title I	4399-SURPLUS		0	\$791.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

School Quality Standards relevant to this Strategic Priority
A quality school...

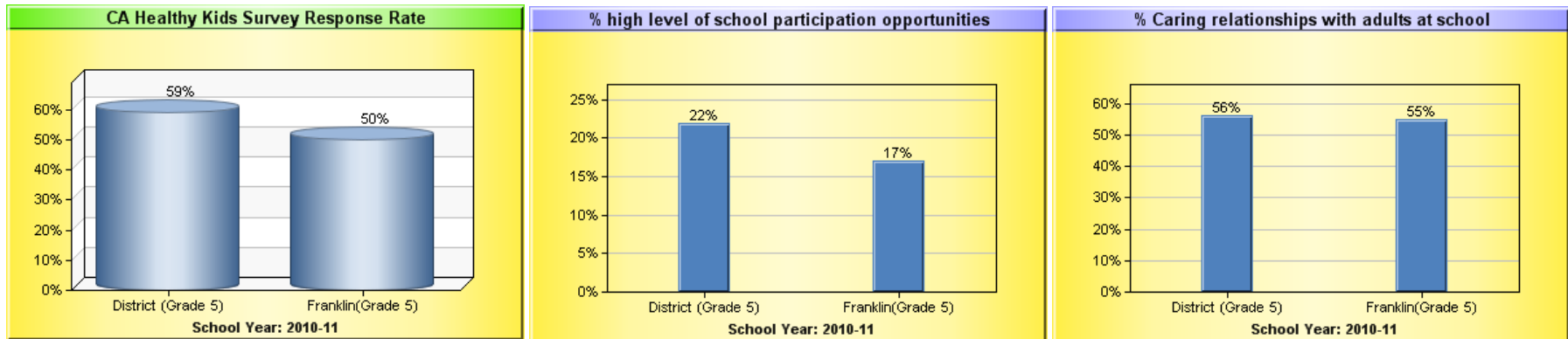
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

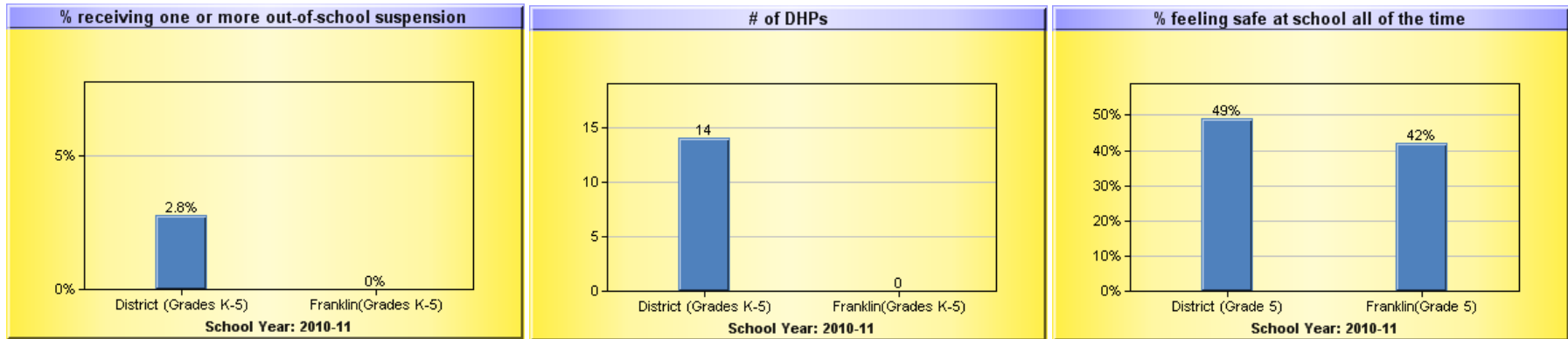
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- Our school's discipline data is very limited. We have zero suspensions per year. We do not have any history of DHPs.
- Students have an opportunity to take on various leadership roles: Conflict Managers, Recycling Rangers, Junior Coaches, Cafeteria Helpers.

Theory Action

- Franklin builds a safe learning community that challenges and supports all students.
- Franklin builds a safe learning community that challenges and supports all students.

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

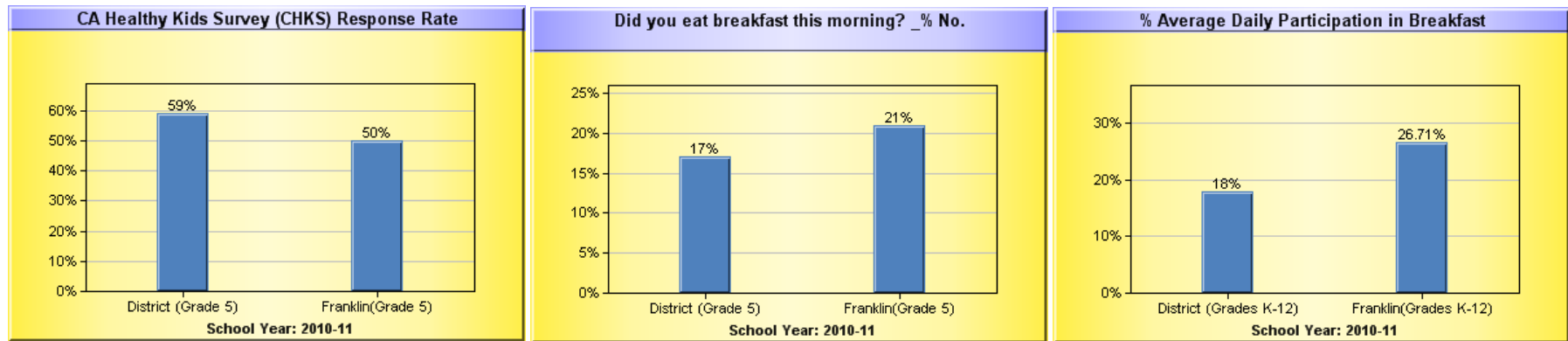
School Quality Standards relevant to this Strategic Priority

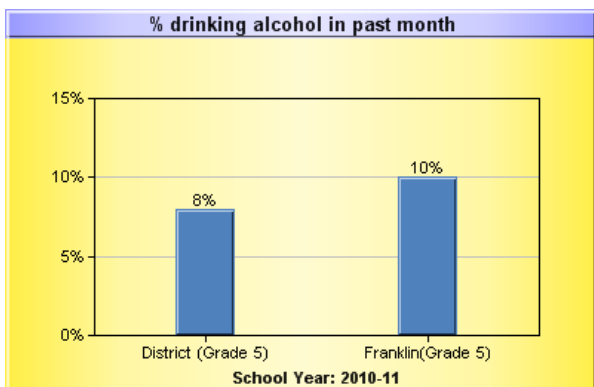
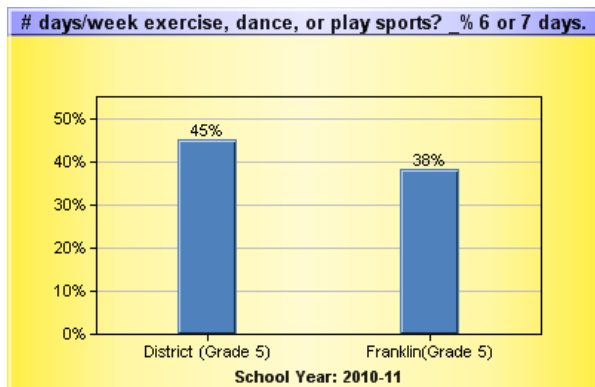
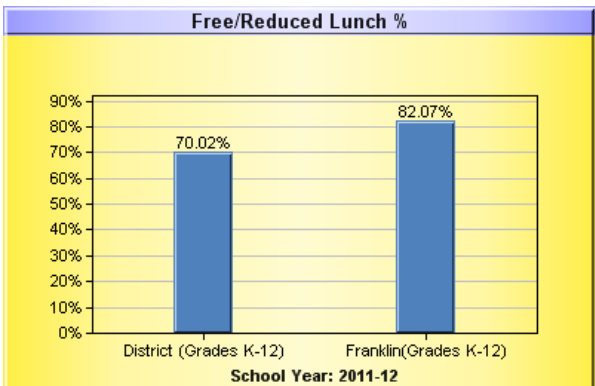
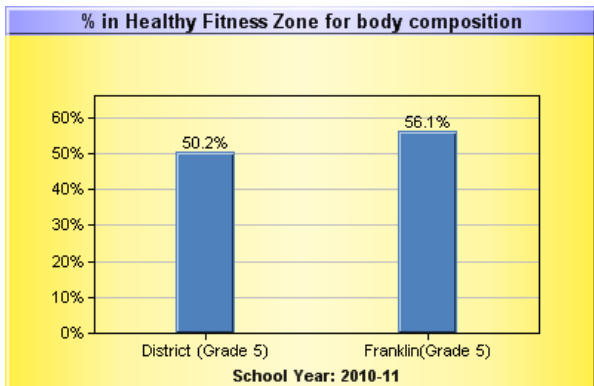
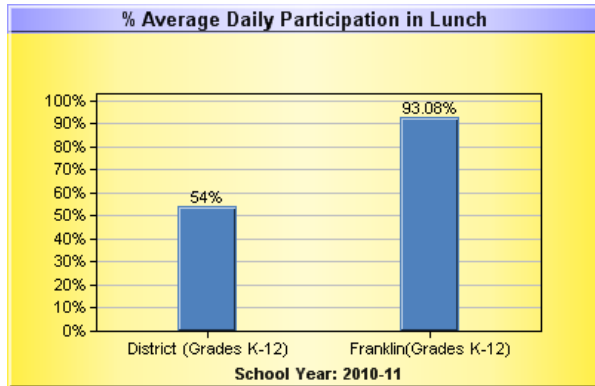
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Health and Wellness		All Students	June 2013	Richard Bennett	3/27/2012	116SQI2B1958	Nurse will help students and their parents achieve healthy dietary, physical, and emotional choices by conducting classroom visits, small group discussions, and individual conferences.	3010-Title I			0	\$50,962.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

School Quality Standards relevant to this Strategic Priority

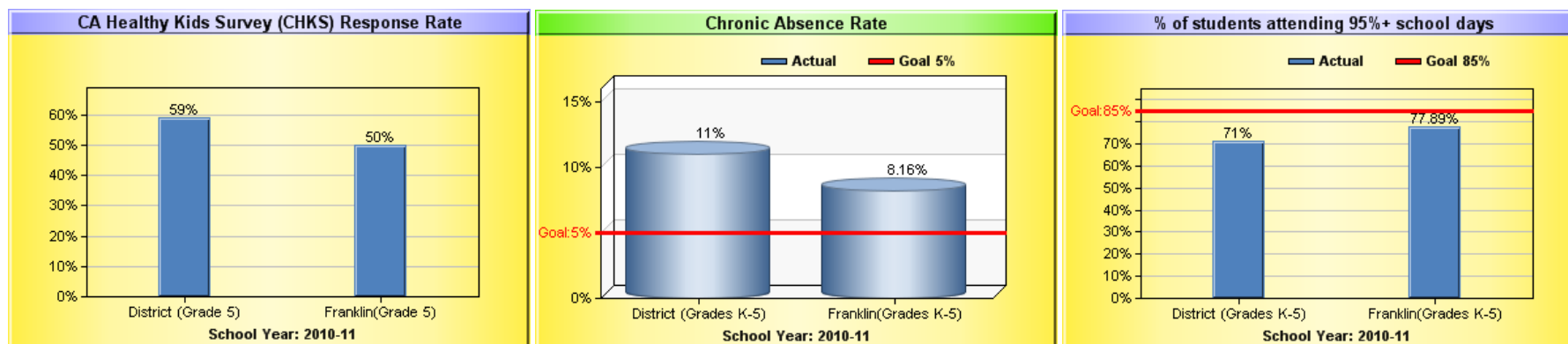
A quality school...

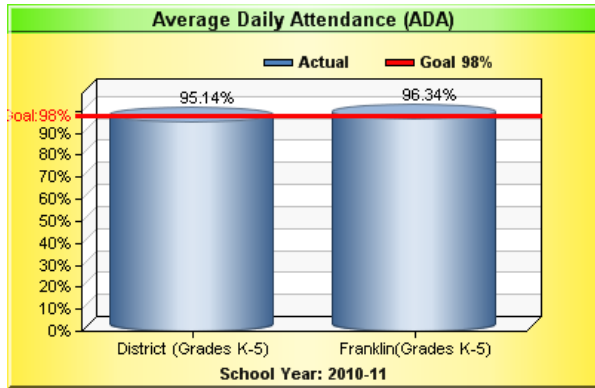
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

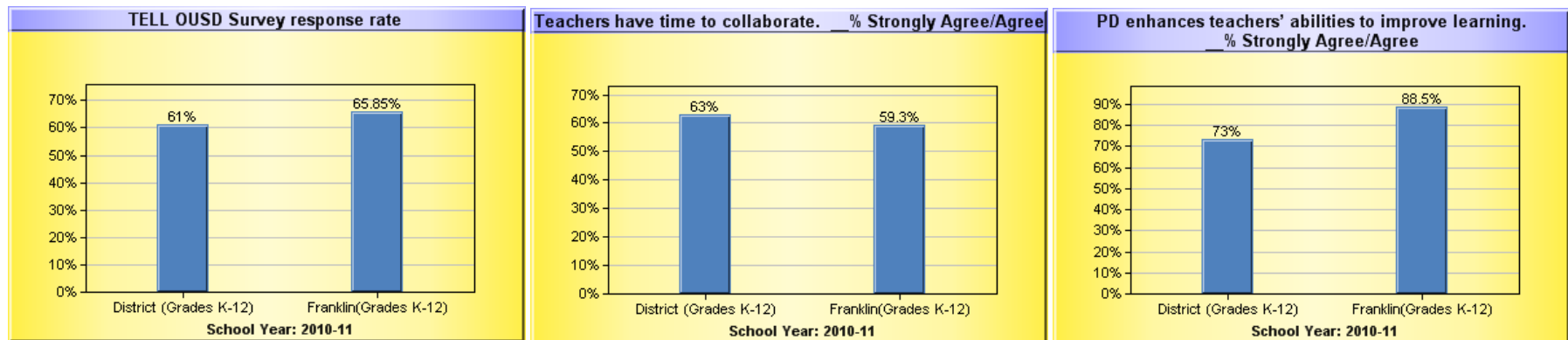
School Quality Standards relevant to this Strategic Priority
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

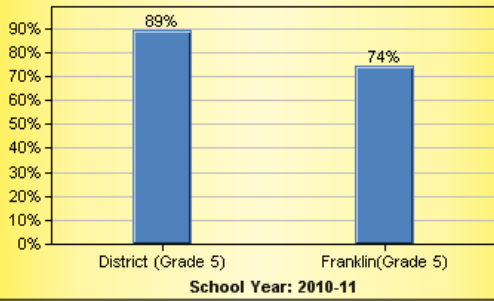
From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

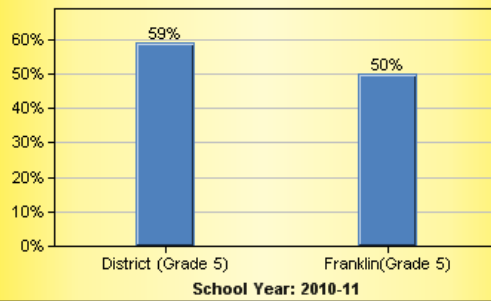
1. Improve the conditions in schools to retain 80% of effective teachers



**Do the teachers believe you can do a good job?
_ % Yes, most/all of the time.**



CA Healthy Kids Survey Response Rate



School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- A school will be successful and thrive when parents and community are engaged in the school.
- Students will be more successful when their parents and families are involved in the school.
- Creating a caring school community, with the focus on strengthening student connectedness to the school, will facilitate our students to experience success socially, emotionally, and academically.
- Our social worker councils at risk students and their parents and is also the liaison between the students and the school.
- The social worker also advises teachers on educational social emotional accommodations for these students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Family & Community Engagement	Attendance	All Students	June 2013	Juan Quintana	4/18/2012	116SQI4A1957	Social worker councils at risk students and their parents. He is the liaison between the at risk students and the school and advises teachers on educational social emotional accommodations for these students.	3010-Title I	5825-CONSULTANTS		0	\$33,800.00
Family and Community Engagement	District Surveys	Proficient	June 2013	Jeanette MacDonald	4/18/2012	116SQI4A1961	Increase parent involvement through multi-lingual parent communication at SSC meetings, discipline guidance, and parent teacher conferences to improve academic achievement.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$4,983.89

Family & Community Engagement	District Surveys	Pre-Kindergarten	June 2013	Jeanette MacDonald	4/18/2012	116SQI4A3735	Pre-K transition program: Neighborhood preschoolers participate in selected school assemblies; k orientations held to enable families to meet school staff, tour classrooms and school, engage in K activities.	N/A			0	\$0.00
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School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Franklin Elementary

Principal: JEANETTE MAC DONALD

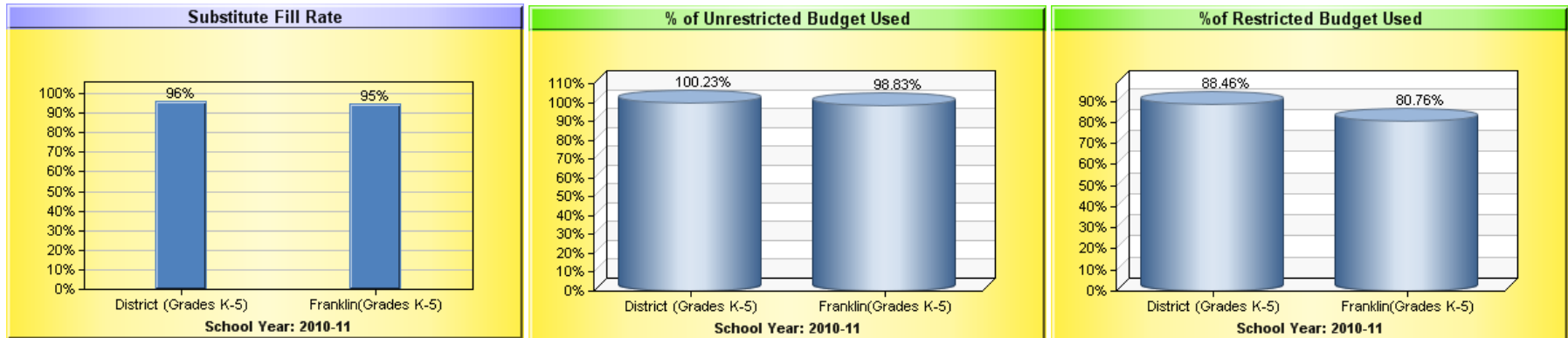
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Franklin Elementary
Site Number: 116**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on N/A.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 20, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:


SSC Chairperson's Signature

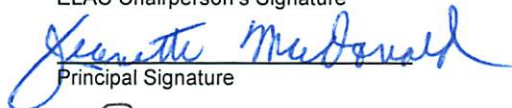
Tonya Gordon
SSC Chairperson's Name (printed)

April 20, 2012
Date

N/A
ELAC Chairperson's Signature

N/A
ELAC Chairperson's Name (printed)

N/A
Date


Principal Signature

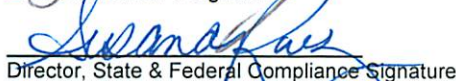
Jeanette MacDonald
Principal's Name (printed)

April 20, 2012
Date


Executive Officer's Signature

Janette Hernandez
Executive Officer's Name (printed)

05/15/2012
Date


Director, State & Federal Compliance Signature

Susana Ramirez
Director, State & Federal's Name (printed)

6/8/12
Date

School Site Council Membership Roster – Elementary School

School Name: Franklin School

School Year: 2011-2012

<u>Chairperson:</u> Tonya Gordon	<u>Vice Chairperson:</u> Monica Gonzales
<u>Secretary:</u> Willis Hickox	<u>DAC Representative:</u> Andrew Snellings

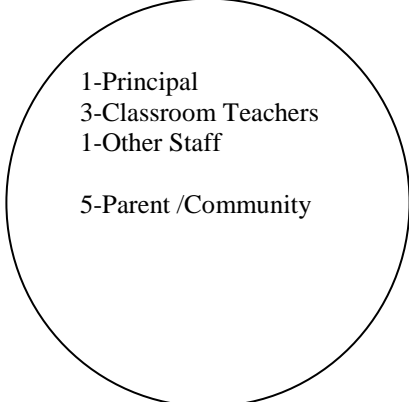
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Andrew Snellings					X
Jenny Tran					X
Monica Gonzales					X
Nhung Pham					X
Tonya Gordon					X
Beth Fish			X		
Imelda Ojeda			X		
Sherry Jacobs			X		
Willis Hickox				X	
Jeanette MacDonald		X			
DAC Representative					
Andrew Snellings					X

Meeting Schedule	3rd Friday of every month
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SSC Legal Requirements:

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



This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2011. Fax # 879-8098

Title I School Parental Involvement Policy 2012 - 2013

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents 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. Family Liaisons make great efforts to encourage parent participation.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

Family Liaison will organize workshops related to methods of assisting their children to succeed academically.

- 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 and Family Liaison 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.

Parents are/will be informed through school newsletters, announcements made at Parents' Club meetings, and through encouragement from teachers of parents to participate in school activities. Family Liaisons make great efforts to encourage parent participation. The school will translate all materials in appropriate languages for statistically large populations.

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

The school will record activities requested by Title I Program parents and integrate those into regular meetings.

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, Part A Programs, as evidenced by

This policy was adopted by the Franklin Elementary School Site Council on May 18, 2012 and will be in effect for the 2012-13 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)

May 18, 2012

School – Parent Compact

Franklin Elementary School and the parents of the students agree that this compact outlines how the parents, entire 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 School-Parent Compact is in effect during the 2011-2012 school year.

Franklin School will:

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:

- *The process begins with an analysis of student data by the Principal, the Teachers, and the families of the community. Academic gains and losses, at Franklin are measured by core curriculum/program assessments and District level assessments, and STAR. Diagnostic information is provided by DIBELS, ELD assessments, and core curriculum diagnostics, CELDT.*
- *All teachers (general and special Ed) at Franklin review this data collaboratively during their Professional Learning Communities (PLC) meetings. They review and analyze of the data in order to generate their intervention plans.*
- *These collaboratively created action plans list the core program strategies and skills used to meet the differentiated student needs. They are SMARTER goals which are identified as part of a school wide strategic implementation plan.*
- *These plans are presented to the Principal for review and monitoring for evidence of the plan's effectiveness. They are also shared with our community.*

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

- *Meetings are held with available translators*
- *Meetings are short and concise*
- *Refreshments and childcare are available*

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

- *Back to School Night*
- *Parent Conferences*
- *School Site Council*
- *Send information home with student's progress reports, when requested*

4) Provide parents reasonable access to staff.

- *Meet with parents as needed*
- *Report card conference*
- *Supplemental reports*
- *The Franklin School website (Franklintigers.org)*

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

- *FOSS*
- *Garden*
- *RIF distribution*
- *Study Field Trips*
- *Reading Corners*
- *Show and Tell*
- *Room Volunteers*

Parent Responsibilities –

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

- *Attend report card conference*
- *Monitor attendance*
- *Make sure homework is completed*
- *Monitor amount of television viewing time*
- *Promote positive use of child's out of school time*
- *Reinforce positive school behavior*
- *Bring student to school on time*

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:

- *Do homework every day*
- *Ask for help when we need it*
- *Read at least 30 minutes every day outside of school*
- *Be at school on time*
- *Follow the school rules*
- *Work hard in class*
- *Respect the teacher and fellow students*
- *Use good sportsmanship skills on the playground*
- *Use the Conflict Management Strategies*

Adopted: January 25, 2012

OVERVIEW

This self-assessment tool is meant for you to quickly assess your school’s status in its transition to a full service community school model. It is organized around the five components of a full service community school. Your team is asked to rate the degree to which these components exist at your school. The rating scale is defined below:

1	Emerging	We have not yet begun to address this issue.
		We are talking about this, and developing plans, but have taken no significant action to make it a reality.
3	Developing	We have begun to do this, and support is growing, but changes remain fragile; some staff approach the task with a sense of compliance.
5	Thriving	We are consistently doing this; most staff are committed and feel it is an important factor in our collective efforts to improve the school.
		This practice is deeply embedded in our culture; we regularly review, adjust, and realign this work.

INSTRUCTIONS

1. Assemble a Full Service Community School Leadership Team of diverse school stakeholders

In the spirit of community schools, each stage of the assessment process should be conducted by a representative working group including stakeholders from among school staff, partner agencies, parents, community and students (this could be an SSC or a School Leadership Council). One product of the assessment process is to have a group of people who work over the next five years to create and design a community school at their site. This group will identify areas for further development, help to design a plan for implementation, and be responsible for engaging with and soliciting feedback from the larger community.

2. Complete the Self-Assessment

With the leadership team, conduct a scan of the five components of community schools to assess what areas to focus on in further assessments and in your Community Schools Strategic Site Plan. Once the leadership team has determined areas to focus on, prepare to complete your Community School Strategic Site Plan. If you would like to conduct a more in-depth Community School self- assessment, please contact andrea.bustamante@ousd.k12.ca.us.

Offer a Coordinated and Integrated System of Academic and Learning Support Services

INDICATORS

SUPPORTING EVIDENCE/ ANECDOTES

	1	3	5	
Coordinated & Integrated Range of Services	On-site support services are not well-integrated into the daily operations of the school. We have limited partnerships to address the needs of our students and families. We hold SSTs, but do not typically include service providers. We do not have a Coordination of Services Team (COST). Teachers do not always know the appropriate referral process to meet student needs.	On-site support services are somewhat well-integrated into the daily operations of the school. We hold SST and invite service providers. We are beginning to develop a Coordination of Services Team (COST) team and referral system. We are in the process of developing partnerships with on-site service providers. Some teachers communicate regularly with support providers.	On-site support services are well-integrated into the daily operations of the school. We have a broad menu of on-site services and partnerships that are responsive to our student and family needs. Weekly Coordination of Services Team (COST) meetings have consistent facilitation and are attended by all partners. The support providers have aligned their services to meet our school’s vision. Our teachers value the work of on-site service providers and communicate regularly with these providers to ensure their student needs are met.	Score 3: On-site support services (speech, RSP, psychologist, community liaison) are integrated into the daily operations of the school. Service providers are invited to SSTs as needed.
Program Quality	We do not have a Community Schools Site Coordinator and school administrators and other school staff try their best to fill this gap. Our ability to identify services and seek out new resources and partnerships is limited. Protocols for communication have not yet been developed. Teachers are not regularly informed and involved in identifying gaps and strategic solutions.	There is an identified person(s) doing Community Schools Site Coordination. We have identified service gaps but the ability to seek resources to fill them is limited. Very few staff feel like it is their role to identify gaps and strategic solutions to address gaps. Alignment between learning and support services occurs only sometimes.	We have a dedicated (or full time) Community Schools Site Coordinator that actively links learning and student support activities. The Site Coordinator works with school staff to identify service gaps and seek resources and partnerships to fill them. There is a forum for teachers and other stakeholders to give input and identify gaps and strategic solutions to address gaps.	Score 3: Franklin staff, parent leaders, and community partners will continue conversations about a Site Coordinator. Alignment between learning and support services occurs as needed.

Become a Safe and Healthy Center of the Community

INDICATORS

SUPPORTING EVIDENCE/ ANECDOTES

Safety	<p>1</p> <p>We have a safety plan in place but it needs updating. We would benefit from district support in developing effective procedures to implement emergency drills. We have limited knowledge of key contacts and have not developed a mechanism to communicate regularly with our key partners.</p>	<p>3</p> <p>We have submitted our updated safety plan to the district but have not shared it with our partners. We implement emergency drills as required by district. We respond to crises as they occur and know whom to contact for support. We communicate with the larger community after event has been resolved.</p>	<p>5</p> <p>We have an updated safety plan that includes all service providers on campus. School leadership and key community partners meet regularly to review and improve safety process. We regularly implement emergency drills and have mechanisms in place to inform our partners when emergencies occur. We have dedicated communication channels and ensure that we receive and respond to calls from parents and key community members in a timely manner.</p>	<p>Score 3: Franklin has a safety plan that includes service providers on campus. We regularly implement emergency drills and will continue discussions on informing partners when emergencies occur.</p>
Health	<p>1</p> <p>We haven't reviewed the wellness policy and how it applies to our school. Health data is not used to drive health priorities. We have not yet utilized centrally deployed health services or begun to develop off-site health partnerships for student referrals. We struggle to implement health education and consistent physical activity. Staff is not yet trained in CPR and mandated reporting.</p>	<p>3</p> <p>We are aware of the wellness policy but implementation is inconsistent. Health data sometimes drives health priorities. We utilize centrally deployed health services when issues arise. We have begun to develop off-site health partnerships for student referrals. Students receive some health education. Few staff are trained in CPR and mandated reporting.</p>	<p>5</p> <p>All members of our community are aware of the wellness policy and implement it by providing healthy snacks and promoting physical activity. We use health data to drive health priorities. We utilize centrally deployed health services and refer students to off-site health partners to ensure that student health needs are met. Health education is integrated into the classroom and all programs and services. All staff are trained in CPR and mandated reporting.</p>	<p>Score 3: Franklin strives to promote wellness by having healthy snacks, partnering with a local farming group, pioneering a garden project, and offering P.E. classes in partnership with Play Works.</p>
Accessibility & Shared Responsibility	<p>1</p> <p>An understanding concerning the use of shared space has not been established. Procedures, policies or protocol concerning CBOs on campus are limited or non-existent. Classroom use by CBOs is limited or non-existent.</p>	<p>3</p> <p>An understanding concerning the use of shared space is a growing concept. Some staff share classroom space with community partners following established guidelines. Staff has a developing knowledge of the CBOs on campus and how they align with the school's vision.</p>	<p>5</p> <p>An understanding concerning the use of shared space has been established. We have systems in place for community partners to access facilities and have developed a shared responsibility agreement to ensure space is taken care of. Our campus is a vibrant center of community.</p>	<p>Score 3: Afterschool programs share the space with teachers by using classrooms after hours. Parent workshops also take place at the school site and on weekends.</p>

Foster Trusting, Intentional Relationships and Partnerships

INDICATORS

SUPPORTING EVIDENCE/ ANECDOTES

<p>Common Theory of Action</p>	<p>1</p> <p>We have not yet begun to develop school vision and goals that are aligned with those of our community partners and have limited knowledge about how to do this. We are in the initial stages of developing the school’s Full Service Community School plan. Involvement and awareness of key partners, including students, parents, teachers, community members/agencies, has been limited to date. We do not have regular meetings with key partners to monitor deliverables, outcomes and celebrate successes.</p>	<p>3</p> <p>We have begun to develop school vision and goals that are aligned with those of our community partners, and some partners are involved and aware of this process. Some key partners have participated in the development of our Full Service Community School plan. We bring partners together but need to restructure meetings to be more strategic and allow space to monitor progress toward becoming a Full Service Community School.</p>	<p>5</p> <p>We have developed school vision and goals that are aligned with those of our community partners, and all key partners are aware of and invested in this work. Our school has a plan that drives the direction of the Full Service Community School and clearly delineates vision, goals and outcomes. Key partners participated in the development of this plan and are committed to its success. We hold monthly partner meetings to monitor deliverables, outcomes and celebrate successes.</p>	<p>Score 3: We are continuing to have conversations regarding school vision and goals with community partners.</p>
<p>Communications, Logistics & Resilient Partnerships</p>	<p>1</p> <p>Our leadership structure does not typically include community partners. Systems to insure two-way communication have not yet been developed. The school and community partners do not always know how best to communicate with each other. There are no established points of contact for outside partners. MOUs do not exist for all providers, and may need updating.</p>	<p>3</p> <p>We are in the process of developing a shared leadership structure that includes key partners. Our system of communication among stakeholders exists but it is not consistent and needs to improve to insure ongoing two-way communication. We have points of contact and need to build awareness with the community. MOUs exist for some providers.</p>	<p>5</p> <p>Our school has an effective leadership structure that includes all key partners. We have mechanisms in place that facilitate two-way communication among all stakeholders. Protocols and communication structures are known to all and exist to monitor, maintain and support collaboration. MOUs exist for all providers and are updated on a yearly basis.</p>	<p>Score 3: Franklin has a leadership structure that includes staff, partners, and parent leaders. Mechanisms are in place to encourage two-way communication.</p>

Build the Capacity of Adults and Students to Share Responsibility for Leadership and Decision-Making

INDICATORS				SUPPORTING EVIDENCE/ ANECDOTES
Engagement in Developing a Theory of Change & Family Engagement	1 School leadership is limited to the administrators at the school and has yet to include other stakeholders in the community. Most of the decisions are made by the administration with limited staff input. There are mechanisms for communication to the school community, but they are not used consistently. The role of parents in school leadership is limited to the mandated school councils. Parent trainings have yet to be developed.	3 School leadership includes some of the stakeholders in the community. The school community stays informed of school activities through established, on-going communications. Parents are becoming an integral part of the school leadership. Parents have opportunities for trainings and are beginning to participate in these events.	5 The whole school community contributes to the development and alignment of the school vision and goals through established formats. Communication to stakeholders and school community is timely and consistent. There are multiple opportunities for stakeholders to be involved in the planning process. Parents are an integral part of the decision-making at the school and are involved through various leadership structures. There are ongoing opportunities for parents to participate in trainings and workshops designed around their specific needs.	Score 3: The school community contributes to the development of the school vision through various formations. There are ongoing opportunities for parents to participate in workshops and take part in decision-making such as SSC, surveys, and suggestion boxes.
Leadership & Professional Development	1 The Community School Leadership Team is in the process of being established. We are creating mechanisms for decision-making and developing vision and goals. Partnerships with the community are in the beginning stages of development.	3 The Community School Leadership Team is represented by members of the school and needs to expand to include more stakeholders. The Team plays an important role in the decision-making of the school. The Leadership Team is involved in determining some of the school's professional development. We are developing the use of needs assessments and data.	5 The Community School Leadership Team works with all members of the community to develop partnerships that align with the school's vision, goals and student outcomes. The Leadership Team represents stakeholders of the school community and determines the professional development based on the school's needs assessments and school data. There are multiple opportunities for staff, community partners and parents to participate in professional development.	Score 3: The Community School Leadership Team plans to continue working with all members of the community to develop partnerships that align with the school's vision, goals, and student outcomes. SSC meets as a representative body of the Community School Leadership Team.

FULL SERVICE COMMUNITY SCHOOLS SELF-ASSESSMENT – v1.3 – 12/7/11



Tailor the Specific Approach and Mix of Services to Each Community Through a Process of Understanding and Addressing Inequities

INDICATORS

**SUPPORTING EVIDENCE/
ANECDOTES**

Assessing & Addressing Inequities	<p>1</p> <p>We have a rough sense of the needs of our students and families, but have not yet conducted a comprehensive needs assessment, analysis and prioritization. We need to identify key stakeholders, including students, parents, school staff and community partners who can assist with and participate in this process.</p>	<p>3</p> <p>We have begun the process of conducting a comprehensive needs assessment, analysis and prioritization. Some key stakeholders, including students, parents, school staff and community partners are represented at the table, while others are not interested or do not see this as part of their role.</p>	<p>5</p> <p>We have conducted a comprehensive needs assessment, with representation from all stakeholders at the table, including students, parents, school staff and community partners.</p>	<p>Score 3: We will continue discussing the needs of our school, and prioritize based on our conversations.</p>
Diversified & Stable Funding	<p>1</p> <p>Fiscal allocations do not directly align with the prioritized needs of the school community. Our knowledge of outside resources that we can leverage to meet the varied needs of our students and families is limited, and we do not have a resource development plan or structure in place to identify and secure such funding.</p>	<p>3</p> <p>Fiscal allocations are sometimes aligned with the prioritized needs of the school community. We are beginning to develop a resource development plan and structures to identify outside resources that can help meet the prioritized needs of students and families. We have secured some outside resources, though we do not have adequate staffing or partnerships to go after all appropriate opportunities as they arise.</p>	<p>5</p> <p>Fiscal allocations are aligned with the prioritized needs of the school community. We have a resource development plan to address remaining gaps, and have leveraged resources and partnerships through community-based organizations, collaborative grants, city and county and other fundraising efforts in order to fill these gaps.</p>	<p>Score 3: Fiscal allocations are aligned with school needs.</p>