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Enactment Number	19-1151
Enactment Date	6/26/19 er



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Franklin Elementary School



**OAKLAND UNIFIED
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Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Franklin Elementary School
CDS Code: 1612596001820
Principal: Deitra Atkins
Date of this revision: 5/23/2019

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: Deitra Atkins

Position: Interim Principal

Address: 915 Foothill Blvd.

Telephone: 510-874-3354

Oakland, CA 94606

Email: deitra.atkins@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and 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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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: 5/23/2019

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

- ☐ Flyers in students' home languages
 ☐ Announcement at a public meeting
 ☒ Other (notices, media announcements, etc.)

Signatures:

Deitra Atkins Deitra Atkins
 Principal Signature

Kristin A. Smith Kristin A. Smith
 SSC Chairperson Signature

Jahoshia Yarbiv Jahoshia Yarbiv
 Network Superintendent Signature

MILPED OTIS [Signature]
 Officer, State and Federal Programs Signature

5/23/2019
Date

5/23/19
Date

5/23/19
Date

5/23/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/25/2019	Full Franklin Staff All Day PD	Conducted comprehensive review of 18-'19 SPSA from needs assessment to review of action plan and budget
1/28/2019	Volunteer All Franklin Staff Mtg	Conducted follow up of budget prioritization with staff for the '19-'20 SY
3/12/2019	Instructional Leadership Team	Review and planning for further development of '19-'20 SY SPSA
3/15/2019	SSC	Overview of SPSA importance of organization of the document
4/23/2019	ILT	ELL Crosswalk engagement
4/26/2019	SSC	Overview of SPSA feedback and direction
5/17/2019	SSC	Approval

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$175,377.39
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	\$906,777.00

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)	\$172,070.57	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$74,646.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,306.82	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$462,740.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$148,611.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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:	\$175,377.39	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$741,370.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$916,747.39
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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 large numbers of students who have recently made Oakland their home and provide support to meet their unique needs. In addition to our 29 general education classrooms we have two Special Day Classes. Full time physical education, two creative arts and music teachers provide regular enrichment for our students. Through our full-serve Family Resource Center we also partner with and serve our diverse families and communities.

School Mission and Vision

Franklin Elementary School strives to ensure that our culturally and linguistically 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 of families who are starting lives in a new country. We strive to provide all our students with the opportunity to succeed academically, socially and emotionally. With parents and guardians as valued partners we strive to serve the whole child. In service of this mission our staff includes a School Psychologist, Social Worker, two Speech Therapists, a part-time Occupational Therapist, a school Nurse, four Ann Martin Center counselors, a Family Engagement Coordinator, two intervention specialists, two Creative Arts teacher and a Physical Education teacher and a Restorative Justice/Community Schools coordinator.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Early Literacy Data from the Phonics and Phonemic Awareness Assessments...	SIPPS Instruction in the Early Grades is consistent due to participation in the Early Literacy Cohort
Suspension data is showing that 0% of our students have	Implementation of Restorative Justice practices, consistent classroom implementation of PBIS systems.
Wholistically, the staff is constructive and willing to collaborate	The staff is a good mix of positive veteran teachers, positive mid-career teachers, and positive new teachers.
PLC establishment	TSA and STIP investment along with willing staff to engage as and with instructional leaders. PLC midyear staff survey data is very positive.
ELL Reclassification rate is meeting district goal	Intentional supports of ELLs with classroom teacher, Instructional Aide with pull out support, small group instruction in the classroom
Priority Challenges	Root Causes of Challenges

Chronic Absentism Rate for 2018-19, as compared to 2017-18, school year has grown by 5% from 8% to 13%	Need for increased SART meetings, increased communication and engagement with families, and increased sense of urgency to our community
Math instructional practices	Missed opportunity to engage through Cycle of Inquiry 3 to assess, adapt instructional practices and implement practices and initiatives aligned with the '18-'19 SPSA
Students as a whole are wonderful, but greater and more consistent supports are needed to truly implement a community school	Greater clarity in roles, accountability and consistent staffing to support all students needs.
African-American student behavioral challenges	Inconsistent values, approaches, protocols, and philosophies in supporting and being responsive to the needs of African American students
Healthy Culture and Climate amongst all staff	A variety of historical challenges preventing fully respectful and collaborative professional and personal relationships

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	We will reduce chronic absenteeism for African-American students by 2 percent to 23.72%				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	72.64%	77.64%	82.64%
Suspensions	African-American Students	-2pp	5.36%	3.36%	1.36%
Suspensions	Students with Disabilities	-2pp	1.10%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	27.72%	25.72%	23.72%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	Franklin Elementary school will work toward continuous growth of ELA SBAC scores with a target of -2.1 distance from standard (DF3)				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-32.1	-17.1	-2.1
ELA SBAC	Students with Disabilities	+20 points DF3	-110.3	-90.3	-70.3

ELA SBAC	Latino/a Students	+20 points DF3	-66	-46	-26
District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)					
School Goal:	Franklin Elementary School will work toward attaining a school target of -10.2 distance from standard (DF3)				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-40.2	-25.2	-10.2
Math SBAC	Students with Disabilities	+20 points DF3	-83	-63	-43
Math SBAC	English Learners	+20 points DF3	-80	-60	-40
District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)					
School Goal:	We will maintain a Reclassification rate of at least 16% for Students who are English Lanaguage Learners.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	18.94%	16.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	25.00%	25.00%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	We will increase the percentage of students who are proficient on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 38.3%				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	48.30%	43.30%	38.30%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	32.62%	27.62%	22.62%
K at or above Benchmark	All Kindergarten Students	+5pp	51.96%	56.96%	61.96%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	40.00%	45.00%	50.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Data Driven Collaboration			
June 2021 Language & Literacy Goal:		55% or more of students will be reading at or above grade level by June 2019 as measured by SRI, with at least 19% of ELL students reading at grade level.			
Theory of Action for Language & Literacy:		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, 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 (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		50.0%	50.10%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
The context of the school year has been significantly challenging. Intended practices from the '18-'19 SPSA were not carried out with fidelity for a variety reasons.					
What evidence do you see that your practices are effective?					
Even with the significant challenges facing the staff there were still some positive highlights: these include carrying out, albeit inconsistent, PLC for the year given the additional resource of a TSA. Early in the year the school engaged in two cycles of inquiry. Futhermore, Franklin did begin having consistent Attendance meetings lead by the Restorative Community School Manager.					
What are some possible implications for your 2019-20 SPSA?					
The most significant primary implication is the need to carry out an inclusive process for the development of '19-'20 SPSA. With regard to the practices, they remain imperative to carry out with fidelity.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		46% of students will be meeting or exceeding standards in mathematics by June 2019 as measured by SBAC Math			
Theory of Action for Standards-Based Instruction:		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.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:

SBAC Math	All Students	-27.9	-40.2
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
The context of the school year has been significantly challenging. Intended practices from the '18-'19 SPSA were not carried out with fidelity for a variety reasons.			
What evidence do you see that your practices are effective?			
When examining suspension data, the administration and staff have been committed to a RJ approach. Suspensions are down as compared to the same time last year, early spring.			
What are some possible implications for your 2019-20 SPSA?			
The most significant implication, as stated above, is the development of an inclusive process of varied stakeholders to create a community document that is highly valued, and both classroom educators, school wide leaders and community members have ownership.			
18-19 Conditions for Student & Adult Learning Priority:	Whole Child-focused School Culture		
June 2021 Conditions for Student & Adult Learning Goal:	By June 2019, 90% of students will respond "yes, all of the time" or "yes, most of the time" when asked "Do you feel like you are part of this school?" as measured by the California Healthy Kids Survey.		
Theory of Action for Conditions for Student & Adult Learning:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
California Healthy Kids Survey	All Students	79.4%	72.10%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
This priority area saw the most implication primarily due to the quality staff carrying out the programs and initiatives to support student learning.			
What evidence do you see that your practices are effective?			

All staff were formally introduced to community circles and implemented on a regular basis in classrooms across the school. Restorative and healing informed practices were carried out with students. PE, Art, Music and Creative Arts teachers provided responsive learning opportunities for students to engage and feel like they are a part of the school. Implementation of the CHKS is paramount in measuring some of these efforts.

What are some possible implications for your 2019-20 SPSA?

The most significant implementations for the 19-20 school are to continue with the wide array of supports for students and secondly move toward consistent implementations.

18-19 Conditions for English Language Learners Priority:	Classrooms, Systems & Supports for ELLs		
June 2021 Conditions for English Language Learners Goal:	All English Language Learners will progress towards reclassification and we will increase our reclassification rate overall by 12%.		
Theory of Action for Conditions for English Language Learners:	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 expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	20.0%	19%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

As with other learner priorities, the implementation has been inconsistent due to significant factors.

What evidence do you see that your practices are effective?

Informal walk throughs and collaboration during PLC of teachers consistently providing small group instruction for English Language Learners. In addition to in class practices, ELL's are supported via SIPP's and Franklin's participation in OUSD's Early Literacy Cohort focused on all students reading by grade level at the end of 3rd grade. Furthermore,

What are some possible implications for your 2019-20 SPSA?

The big constant has been a shift toward more inclusive development of instructional planning, accountability and implementation. The school was able to carry out its first ILT meeting in March after two very significant and challenging events. After some difficulties, the staff has begun to work collaboratively toward common instructional goals to support nearly 60% of the students population.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

The principal went on leave in November, three of four STIP teachers quit during the school year, two staff members went on maternity/paternity leave without appropriate staff members to fill their significant roles. there was a seven day strike, With budget reductions, leaves, and administrative transitions this resource will be used to provide the supports and stability for classroom teachers to protect PLC time, safe supervision for student during recesses throughout the day, and release time for teacher leaders.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Franklin Elementary School

School ID: 116

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Whole Child-focused School Culture		
School Theory of Action:	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 School Goal(s):	We will reduce chronic absenteeism for African-American students by 2 percent to 23.72%		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T1 All teachers will be introduced to Restorative Justice and related approaches and at least half will pilot these approaches in their classrooms. Restorative Justice practices will be employed across all students including low SES.	L1Schedule Restorative Justice PD; modeling RJ practices via Office disciplinary processes and daily interactions with students; plan PD around implicit bias so that teachers are aware OUSD PBIS Cohort D Assistant Principal continues RJ training; targeted PD support for RJ teachers; creation of PBIS team	O1: Restorative Justice logs will document restorative processes. URFs and office referrals will decrease by 25%.
1-2	T2Physical 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 sports	L2Support of recent hire; scheduling to ensure maximum interface between classroom and PE teacher Funding Physical Education program (teacher and supports) and aligning resources for PE room; Kaboom fundraising for new playground,	O2: PEP grant testing data will demonstrate an increase in the # and % of students in the healthy and very healthy range. During observations of the yard during recess and PE 90% of students will be playing collaboratively and in physically active ways.

1-3	T3 Art/Music Prep teacher and Creative Arts teacher will target 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, African American and GATE students.	L3 Partner with arts-based organizations (Destiny Arts, Studio One) to provide after school Arts Enrichment for our GATE students; Hiring Creative Arts (SEL) and Art/Music prep teachers; scheduling preps to ensure maximum impact for all students while also creating preps for classroom teachers. Scheduling extended learning time for intervention students after school	O3: 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	T4 COST will target support for referred students via partnerships, increased communication and referrals for supportive services and interventions	L4 Creation and support of COST; weekly attendance at COST; COST members; budgeting for Social Worker, School Psychologist, Intervention Specialist, Family Engagement Coordinator. SST team;	O4: Cost tracker documentation reveals increase in numbers of students served, increase in percentage of teachers referring students to COST, use of PBIS student tracker and equitable services by all service providers.
1-5	T5 Teachers will communicate regularly with families.	L5 Spring and summer meetings with incoming kindergarten families include discussions about literacy goals and strategies Utilize the school psychologist to coordinate this team in the service of improving our TK and K transitions	O5 Increased attendance and academic outcomes for TK and K students. Increased participation of TK and K families in school-wide structuresd (SSC, Parent Action Team) and attendance at school-wide events (Back to School Night, Family Reading Night).
1-6	T6 Teachers will organize family meetings and engagement with the needs of homeless and foster youth in mind	L6 Principal will organize PD on the needs and experiences of our homeless and foster youth Family Advocates will continue to work with our homeless families to identify supports and resources	O6 Workshop schedules, Family Resource Center schedule and logs from Family Advocates will document services provided for our Transitionally housed families.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
School Theory of Action:	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 School Goal(s):	Franklin Elementary School will work toward attaining a school target of -10.2 distance from standard (DF3)

Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	O1 Math talks and academic discourse will be observed in 80% of classrooms during walkthroughs and observations. Tasks will be listed on all boards and 90% will be aligned to standards.
2-2	T2: Teachers differentiate instruction for all students including students with disabilities, based on evidence, regardless of current level of achievement	L2: Principal, Assistant Principal, coaches and ILT observe and provide regular feedback on differentiated instruction. ILT meets bi-monthly to plan responsive Professional Development. Coach works with PLCs weekly to support differentiated instruction.	O2: Small group instruction and pull-outs will be observed during walkthroughs. PLCs agendas will document planning for math differentiation.
2-3	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice: particularly for African and Chicanx/Latinx students.	L3: Principal, Assistant Principal, Coaches and ILT establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	O3 Office referrals will decrease. Students will be engaged in learning. Student voice will be visible in student work in the classroom and on hallway boards.

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Data Driven Collaboration
School Theory of Action:	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, 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 (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).

Related School Goal(s):		Franklin Elementary school will work toward continuous growth of ELA SBAC scores with a target of -2.1 distance from standard (DF3) We will increase the percentage of students who are proficient on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 38.3%	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	T1 Accelerating student achievement (including our ELLs, African American, Low Income, GATE, students with disabilities and newcomers) through data cycles of inquiry, which allow for true differentiation (i.e. growth based on students current level)	L1 Provide teachers with teacher professional development to understand data and 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 and the creation of a "second prep" via our Design and Media Lab; hiring of ; aligning resources for the creation of our new "Teacher Collaboration Center; hiring TSA to support data analysis	O1 Student work will be visible in all classrooms and will be the focus of analysis in at least every other weekly PLC. PD schedule will be clearly aligned to cycles of inquiry.
3-2	T2 Confering with students around data, with a specific equity focus	L2 Professional development providing support for teachers on data conferencing with students. Grade level data conferences	O2: Student goals will be visible in 95% of classrooms. Student notebooks will be used in 100% of all classrooms. Data walls will be visible, updated and the will be the object of analysis for PLCs in the Teacher Collaboration Center.
3-3	T3 Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	L3 Increase family engagement via attendnace monitoring, SART, SARB, and attendance workshops for families. Attendance team meetings; SART meetings with families; attendance workshops; hiring Family Engagement Coordinator to coordinate SART and SARB processes and work with families on attendance issues	O3 Chronic absenteeism will decline by 10% , tardies will decrease by 25% and postive attendance will increase by 10%.
3-4	T4 Collaboration with PLC colleagues to establish Designated ELD time scheduling	L4 ELD Instruction and associated PD Scheduling Designated ELD time, PLC data analysis to assess and re-assign ELD groups tri-annually.	O4 D-ELD schedules will be on all teacher boards and will be observed functioning 4 of 5 days.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):		Classrooms, Systems & Supports for ELLs	
School Theory of Action:		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 expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.	
Related School Goal(s):		We will maintain a Reclassification rate of at least 16% for Students who are English Lanaguage Learners.	
Students to be Served by these Practices		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	T1 All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	L1 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 planing, PLC and PD time, aligning resources for outside trainers as needed	O1 Teachers are consistently providing small group instruction for English Language Learners.
4-2	T2 All teachers will participate in data analysis to identify our Tier 1 newcomer and ELLs	L2 Scheduling and supporting PLC data conferences PLC data analysis conferences	O2 Teachers are collaborating in PLCs to identify Tier 1 newcomer and ELL students, these students will be referred to our Newcomer class within 2 days of arrival.
4-3	T3 Newcomer teacher will provide targeted support for all Tier 1 newcomer and ELL students	L3 Hiring and ongoing PD support for Newcomer teacher and IA; participation in OUSD-wide Newcomer PLC and PD Budgeting for newcomer teacher and IA; assigning newcomer classroom; researching and joining newcomer PD groups	O3 100% of N1 and N2 students will be enrolled in newcomer supports for at least 50% of the year.
4-4	T4 Refugee Transitions and newcomer teachers will collaborate to ensure they meet the social and emotional needs of all newcomer students	L4 Identifying and partnering with high-leverage community partners Community partnerships, creation of community partner room; hiring intervention specialist to work with targetted students;	O4 Community partners are provided regular space at the Family Resource Center and families share that their needs are being met in a timely fashion.

4-5	T5 Family Advocates will recruit and train family liasons representing the major linguistic groups of our families, ensure that new students are welcome systemically (i.e. entering Kinder classes) and through the year as we welcome new families	L5 Hiring and ongoing support of Family Advocates; researching best practices for family liasons; meeting regularly with Newcomer Family Advisory Group. Family engagement coordinator, Newcomer Family Advisory Group; Family Engagement Room	O5 Families from all backgrounds are participating in family events and we see increased engagement in the SSC and PAT.
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PROPOSED 2019-20 SCHOOL SITE BUDGET
Site Number: 116
School: Franklin Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$148,611.00	After School Education & Safety (ASES)	Contract with EBAYC	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		L3 Partner with arts-based organizations (Destiny Arts, Studio One) to provide after school Arts Enrichment for our GATE students; Hiring Creative Arts (SEL) and Art/Music prep teachers; scheduling preps to ensure maximum impact for all students while also creating preps for classroom teachers. Scheduling extended learning time for intervention students after school	116-1
\$2,500.00	General Purpose Discretionary	Classified Stipends	Goal 2: Students are proficient in state academic standards.	2925	Other Classified Salaries: Overtime		n/a		Overall support for academic and social-emotional practices	116-2
\$6,189.00	General Purpose Discretionary	OEA Stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Overall support for academic and social-emotional practices	116-3
\$15,000.00	General Purpose Discretionary	Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	116-4
\$13,000.00	General Purpose Discretionary	Books OTTB	Goal 4: English Learners are reaching fluency.	4200	Books other than Textbooks		n/a		Franklin Elementary school will work toward continuous growth of ELA SBAC scores with a target of -2.1 distance from standard (DF3) We will increase the percentage of students who are proficient on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 38.3%	116-5
\$600.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		T6 Teachers will organize family meetings and engagement with the needs of homeless and foster youth in mind	116-6

\$6,000.00	General Purpose Discretionary	Field trips and transportation	Goal 6: Parents and families are engaged in school activities.	5826	External Work Order Services		n/a		L3 Increase family engagement via attendance monitoring, SART, SARB, and attendance workshops for families. Attendance team meetings; SART meetings with families; attendance workshops; hiring Family Engagement Coordinator to coordinate SART and SARB processes and work with families on attendance issues	116-7
\$17,000.00	General Purpose Discretionary	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	116-8
\$14,357.00	General Purpose Discretionary	Surplus			n/a		n/a		n/a	116-9
\$23,996.00	LCFF Concentration	Librarian .28 FTE	Goal 4: English Learners are reaching fluency.		n/a		n/a		Franklin Elementary school will work toward continuous growth of ELA SBAC scores with a target of -2.1 distance from standard (DF3) We will increase the percentage of students who are proficient on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 38.3%	116-10
\$1,004.00	LCFF Concentration	Surplus	n/a	4399	Surplus		n/a		n/a	116-11
\$10,000.00	LCFF Supplemental	Imagine Learning	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		T2: Teachers differentiate instruction for all students including students with disabilities, based on evidence, regardless of current level of achievement	116-12
\$25,000.00	LCFF Supplemental	Reading Partners	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Franklin Elementary school will work toward continuous growth of ELA SBAC scores with a target of -2.1 distance from standard (DF3) We will increase the percentage of students who are proficient on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 38.3%	116-13

\$124,926.00	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.		n/a		n/a	L1 Provide teachers with teacher professional development to understand data and 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 and the creation of a "second prep" via our Design and Media Lab; hiring of ; aligning resources for the creation of our new "Teacher Collaboration Center; hiring TSA to support data analysis	116-14
\$29,776.00	LCFF Supplemental	Librarian .29 FTE	Goal 4: English Learners are reaching fluency.		n/a		n/a	Franklin Elementary school will work toward continuous growth of ELA SBAC scores with a target of -2.1 distance from standard (DF3) We will increase the percentage of students who are proficient on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 38.3%	116-15
\$54,765.00	LCFF Supplemental	IA Bilingual	Goal 4: English Learners are reaching fluency.		n/a		n/a	T2 All teachers will participate in data analysis to identify our Tier 1 newcomer and ELLs	116-16
\$17,280.00	LCFF Supplemental	EBAYC School Culture	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a	L3 Partner with arts-based organizations (Destiny Arts, Studio One) to provide after school Arts Enrichment for our GATE students; Hiring Creative Arts (SEL) and Art/Music prep teachers; scheduling preps to ensure maximum impact for all students while also creating preps for classroom teachers. Scheduling extended learning time for intervention students after school	116-17

\$62,500.00	LCFF Supplemental	RJ Community School Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a		L4 Identifying and partnering with high-leverage community partners Community partnerships, creation of community partner room; hiring intervention specialist to work with targetted students;	116-18
\$89,424.00	LCFF Supplemental	STIP	Goal 5: Students are engaged in school every day.		n/a		n/a		L1 Provide teachers with teacher professional development to understand data and 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 and the creation of a "second prep" via our Design and Media Lab; hiring of ; aligning resources for the creation of our new "Teacher Collaboration Center; hiring TSA to support data analysis	116-19
\$45,000.00	LCFF Supplemental	Consultant	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a			116-20
\$4,189.00	LCFF Supplemental	Surplus	n/a	4399	Surplus		n/a		n/a	116-21
\$19,711.00	Measure G	Librarian .23 FTE	Goal 4: English Learners are reaching fluency.		n/a		n/a		Franklin Elementary school will work toward continuous growth of ELA SBAC scores with a target of -2.1 distance from standard (DF3) We will increase the percentage of students who are proficient on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 38.3%	116-22
\$571.00	Measure G	Surplus	n/a	4399	Surplus		n/a		n/a	116-23
\$125,881.00	Title I: Basic	ELL Teacher	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries		n/a		T3 Newcomer teacher will provide targeted support for all Tier 1 newcomer and ELL students	116-24

\$5,000.00	Title I: Basic	Exeperiental Learning (Field Trips)	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice: particularly for African and Chicax/Latinx students.	116-25
\$5,000.00	Title I: Basic	Technology	Goal 5: Students are engaged in school every day.	4410	Equipment < \$5,000		n/a		T2: Teachers differentiate instruction for all students including students with disabilities, based on evidence, regardless of current level of achievement	116-26
\$16,339.00	Title I: Basic	Consultants for Enrichment	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		L3 Increase family engagement via attendnace monitoring, SART, SARB, and attendance workshops for families. Attendance team meetings; SART meetings with families; attendance workshops; hiring Family Engagement Coordinator to coordinate SART and SARB processes and work with families on attendance issues	116-27
\$19,851.00	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	116-28
\$1,187.00	Title I: Parent Participation	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		L3 Increase family engagement via attendnace monitoring, SART, SARB, and attendance workshops for families. Attendance team meetings; SART meetings with families; attendance workshops; hiring Family Engagement Coordinator to coordinate SART and SARB processes and work with families on attendance issues	116-29

\$2,000.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		L3 Increase family engagement via attendnace monitoring, SART, SARB, and attendance workshops for families. Attendance team meetings; SART meetings with families; attendance workshops; hiring Family Engagement Coordinator to coordinate SART and SARB processes and work with families on attendance issues	116-30
\$120.00	Title I: Parent Participation	Surplus	n/a	4399	Surplus		n/a		n/a	116-31



Title I School Parental Involvement Policy 2018-2019

A. Parent Involvement in the Title I Program

Franklin Elementary ("School") currently serves a population which is 90% Title I. The School agrees to implement the following statutory requirements:

1. Convene an annual Title I meeting¹ to perform the following:
 - Inform parents of their schools participation in the Title I Program
 - Explain the requirements of the Title I Program
 - Explain the parents' right to be involved in an organized, ongoing and timely way, in the planning review, and improvement of the School's implementation of the Title I Program
 - Explain the parents' right to participate in the development of the District's Title I Plan
2. Hold SSC meetings on the second Friday of every month during the school year, starting at 9:00 a.m., and invite all Title I parents to such.
3. Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of the School's implementation of Title I programs and the Title I parent Involvement Policy.
4. Provides parents of Title I students with timely information about Title I programs
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
6. Provides parents of Title I students with opportunities for regular meetings to participate in decisions relating to the education of their children.

B. 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, school staff and students will share the responsibility for improved Title I student academic achievement. It also describes how the school and parents will develop a partnership to help Title I students reach proficiency on the California content standards.

¹ Franklin School will host an annual Title I Meeting to discuss the school's Title I programs, disseminate information on budget allocations, and invite Title I parents to participate in a number of ways, including but not limited to participating in School Site Council ("SSC") and volunteering on school wide projects. Parents will also be given the Parents' Handbook explaining District policies and the procedure to follow should filing a complaint be necessary. The 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. The School will also distribute information in timely newsletters.

C. Continuing to Build Parent Capacity for Involvement

Franklin Elementary strives to engage Title I parents in meaningful interactions with the school. To this end, the School 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, the School does the following:

1. Assists Title I parents in understanding the following academic content standards and assessments¹:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
2. Assists Title I parents with understanding how to monitor and improve the achievement of their children.
3. Provides materials and training to help Title I Program Parents work independently with their children to improve their children's academic achievement.
4. Educates staff, with the assistance of Title I parents, on the value of parent contributions working with parents as equal partners. Professional Development training sessions will highlight the value and importance of parent involvement and contributions.
5. Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Principal, teachers, and parents will organize parental involvement activities that support the goals of the Title I Program.
6. Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Communications are provided via the School in various formations such as School Messenger, the school website, school newsletters, parent bulletin board(s), TalkingPoints, social media and emails. Teachers also encourage parents to participate in classroom activities and trips. The school generally provides translations in Chinese, Spanish and Vietnamese.
7. As requested by Title I Program parents, provides support to Title I parents during regularly scheduled Title I programs and Title I parental activities.

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

¹ Parents are/will be informed through various means, including but not limited to school newsletters, announcements made at SSC meetings, and through encouragement from teachers of parents to participate in school activities. School to Family communication encourages parent participation.

D. Accessibility

Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities and parents of migratory students by providing information in user-friendly formats and, to the extent possible, in a language that parents understand.

E. Adoption

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

This policy was adopted by the Franklin Elementary School Site Council on December 17, 2018, and will be in effect for the 2018-19 School Year. The school will distribute this policy to all parents of participating Title I, Part A, and children. It will be made available to the local community. The School's notification to parents of this policy will be in an understandable uniform format and, to the extent possible, be provided in a language the parents can understand.


Deitra Atkins, Principal

December 17, 2018
Date

Home – School Compact Agreement

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

School Responsibilities

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

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

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

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

Franklin School will hold parent conferences in October and will host a Back to School Night several weeks prior. Additional parent-teacher conferences will be held when needed, including during the week of the first Report Card Period in December.

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

- *Parent Conferences in October*
- *Additional Parent Conferences as needed*
- *Monthly Benchmarks conferences as needed*
- *Intervention Parent Conferences as needed*

4) Provide parents reasonable access to staff.

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

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

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

Parent Responsibilities

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

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

Student Responsibilities:

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

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

Student Signature

Parent/Guardian Signature



2018-2019

School Site Council Membership Roster – Elementary

School Name: **Franklin Elementary School**

Chairperson : **Kristin Smith**

Vice Chairperson: **Mike Avila**

Secretary: **Ingrid Perry-Houts**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Deitra Atkins	x			
Leticia Ozuna				x
Lydia Alexandre				x
Mike Avila				x
Yvonne Prospato			x	
Aileen Chang		x		
Ingrid Perry-Houts		x		
Richard Cuthrell		x		
Kristin Smith				x
Mimi Nguyen				x

Meeting Schedule
(day/month/time)

3rd Friday of the month

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff

AND

5-Parent /Community