

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1289
Introduction Date: 6/27/18
Enactment No.: 18-1097
Enactment Date: 6/27/18
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To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Franklin Elementary School.

Background:

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

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction 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 Single Plan for Student Achievement (SPSA).

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

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Franklin Elementary School.

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Franklin Elementary School
CDS Code: 1612596001820
Principal: Ingrid Seyer-Ochi
Date of this revision: 4/20/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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: Ingrid Seyer-Ochi	Position: Principal
Address: 915 Foothill Blvd. Oakland, CA 94606	Telephone: 510-874-3354 Email: ingrid.seyer-ochi@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Franklin Elementary School

Site Number: 116

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

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

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

Date(s) plan was approved: May 23, 2018

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:

 _____ Ingrid Seyer-Ochi, School Principal	 _____ Signature	<p style="text-align: center; font-size: 1.2em;">5/23/18</p> _____ Date
<p style="font-size: 1.2em; margin: 0;">Lydia Alexandre Lydia</p> _____ Print name of SSC Chairperson	 _____ Signature	<p style="text-align: center; font-size: 1.2em;">5/23/18</p> _____ Date
 _____ LaResha Martin, Network Superintendent	 _____ Signature	<p style="text-align: center; font-size: 1.2em;">5/23/18</p> _____ Date
 _____ Marla Williams, Officer, State and Federal Programs	 _____ Signature	<p style="text-align: center; font-size: 1.2em;">5/24/18</p> _____ Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/19/2018	SSC	Priorities and needs assessment preliminary discussion
1/18/2018	Instructional Leadership Team	Priorities and needs assessment preliminary discussion
1/26/2018	Families	Parent coffee to discuss priorities and needs assessment
2/12/2018	Teaching staff	Staff meeeting to discuss priorities and needs assessment
2/15/2018	Instructional Leadership Team	Focus on budgeting to meet PD and coaching needs
first two weeks in February	Teaching staff	Google survey to gather in input on priorities, needs, strategeis, staffing and budgeting to meet needs
2/21/2018	Teaching staff	Discussion and final input on strategies and budget alignment
3/2/2018	SSC	Final budget approvals
3/5/2018	Families	Parent Action Team
3/16/2018	SSC	SPSA pre-approval (in minutes)
5/23/2018	SSC	SPSA approval (in minutes)

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$118,475.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$472,327.44	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$148,570.32	TBD
TOTAL:	\$764,372.76	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$155,934.40	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$3,835.08	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$159,769.48	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Franklin Elementary School

School ID: 116

School Description

Located in the heart of Oakland's San Antonio-Eastlake neighborhood, Franklin is proud to be one of OUSD's most diverse schools. We serve students from over 30 different countries who speak over 20 languages! As a hub for newcomer and refugee students, we work with 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.

Family & Student Engagement

Committed SSC members and a growing SELLS committee. With the start of Friday parent gatherings this year beginning steps have been made to develop this leadership team. Having the correct translators available during these gatherings continues to be a challenge. Family engagement has been a challenge at Franklin due to language barriers and the lack of information being communicated to all. There has not been information given out in all languages about reclassification or the importance of attending SELLS and SSC meetings. Current data shows the 10% or less of our parents are attending these meetings. It has been critical to increase this attendance and more information to our dominate language groups needs to be passed out by parents who are already involved to motivate and encourage others to get involved. We are currently using Talking Points to communicate with our families in 18 languages. We are currently exploring possibilities for developing stronger and more official parent organizations.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	Teachers support and are eager to build PLCs that collaborate around data and student achievement. 60% of teachers meet weekly.	Space has been allocated for the new teacher collaboration center, however, it has not yet met the full vision of the leader. This space is not used fully for data-driven collaboration yet. Further, grade level PLCs do not yet focus on student data in a sustained or systematic way. A culture of trust and a commitment to inquiry and collaboration is still being built at Franklin.	The last two years Franklin has completed a period of intensive systems development. During the 2015-16 year we launched an ILT, COST, grade level PLCs and a Newcomer PLC. Our data shows that each of these groups is meeting regularly either weekly (COST and PLCs) or bi-weekly (Newcomer and ILT). Teachers frequently ask for more PLC time, strong evidence that teachers support collaboration. Data also indicates that PLCs across the grades are at varying levels of development and effectiveness. Three PLCs analyze student data as a regular part of their practice. Some data indicates that approximately a quarter of our staff are not yet comfortable sharing student data with their colleagues. A dedicated and confidential space for data sharing is clearly needed. Franklin's Teacher Collaboration Center has been launched and data is now being regularly shared amongst staff. Finally, data indicates that teachers want and need more time for collaboration. We have revised our Professional Development schedule to respond to these requests. PLCs now receive more dedicated time each month (50 minutes 3 times a month and 110 minutes the last PD day of each month).

LANGUAGE & LITERACY
(continued)

Root Cause: Teachers need more time to build a culture of trust and collaboration. Collaboration has not been scheduled or prioritized in the past. Teachers have not been provided professional development needed to develop the technological and analytic skills needed to collect, access and engage with all data. This PD has been organized this year and will continue in 2017-18. Data from instructional rounds and observations indicates that at least one third of our teachers are not providing consistent differentiation for our newcomer and English Language Learners.. That same data shows that only 75% of teachers are providing regular small group instruction. Feedback from teachers during PD time and meetings with the principal indicate that the majority of our teachers feel they need support in actively and effectively differentiating for newcomers and ELLs. Teacher feedback groups and PLC notes indicate that teachers are eager to more effectively serve these students populations. During the 2015-16 year the principal visited two newcomer sites (San Diego and Gilroy) and has joined the OUSD Newcomer learning community to learn as much as possible about research and best practices for newcomers. She budgeted for and hired a newcomer teacher and scheduled and furnished the newcomer room.

WHY1: Teachers have not had the opportunity to participate in sustained PD around newcomer and ELL supports. WHY2: The number of newcomer and ELL students at Franklin is very high (the majority of our students) and changes throughout the year. These numbers and changes can be somewhat overwhelming for teachers and supports have not been systemically in place to address these needs. WHY3: The population of our newcomers has changed a great deal over the last three years (increasing numbers of refugees and immigrants from new regions of the globe) and the staff have not yet had PD around the cultural and linguistic backgrounds of these communities.

<p>STANDARDS-BASED INSTRUCTION <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</i></p>	<p>Franklin purchased ST math to support math curriculum and implementation in the classroom. ST math is also used in media center to give the students extra time to work on their math skills. The data from ST math is shared with both the media center teacher and the classroom teacher to create small groups to give math support. Many of our teachers use this to modify and plan their lessons. We recently purchased Imagine Learning Math and are excited to use this with our students this year.</p>	<p>Due to our priority on ELA this year, less attention and time has been devoted to math. The gathering of math data and planning around math has been minimal this year. Data driven collaboration and planning are needed to continue advancement in math at Franklin. Our math scores also reflect reading scores, those students who struggle to read often struggle in math. Further, there is not universal adoption of the Math Expressions curriculum and ST Math. Teachers do not always use these assessments and analyze these data together.</p>	<p>The root cause is that we are not using ST Math consistently and need to ensure that we have fidelity in implementation through the creation of a culture of data-driven mutual accountability. Teachers have also received substantially less support from the Math Department than in prior years.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>SEL, student climate and suspension data show evidence of a supportive school community. 100% of first-fifth grade students participate in an SEL-focused class which enables a 50 minute prep period each week. Administrators have been building Restorative Justice practices into the office's disciplinary processes</p>	<p>Our African-American, Latino and newest refugee students are over-represented in URF and office referrals. Unfortunately, data on SEL and school climate are limited. Opportunities for students to develop SEL skills are limited. Not all staff are trained in nor support Restorative Justice approaches</p>	<p>Addressing the underlying causes of global systemic racism are complex and take many years.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>Our dedicated Newcomer classroom has enabled us to provide daily, focused, differentiated and responsive instruction to all of our Newcomer 1, 2 and 3 students. Our newest ELLs are concentrated in these populations. All grade levels are now in their second year of Designated ELD and our rotation schedules and ongoing assessment and re-assignment have increased. Our reclassification rates for the 2017-18 year increased substantially.</p>	<p>We continue to have a concerning number of long-term ELLs who are not approaching reclassification.</p>	<p>Our inquiry into the data have revealed that the majority of our teachers are not consistently ensuring protected time for ELD each week. Additionally, approximately 30% of our teachers are either not familiar with or not consistently drawing upon the SDAIE strategies that will support language growth for our ELLs.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Franklin Elementary School

School ID: 116

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Data Driven Collaboration	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.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	45.0%	50.0%	55.0%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal? As a school we monitor F and P, SRI, writing and student performance on common formative assessments.

Theory of Action for Language & Literacy Priority: 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).

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	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.

1-2	T2 Conferencing 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.
1-3	T3 Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	L3 Increase family engagement via 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	O3 Chronic absenteeism will decline by 10% , tardies will decrease by 25% and positive attendance will increase by 10%.
1-4	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.

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	46% of students will be meeting or exceeding standards in mathematics by June 2019 as measured by SBAC Math			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-37.9	-27.9	-17.9
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				
Theory of Action for Standards-Based Instruction Priority:	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).				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	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 ELLs, African American, GATE, foster youth, students with disabilities and Newcomers), 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	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.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Whole Child-focused School Culture	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.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
California Healthy Kids Survey	All Students	68.7%	79.4%	90.0%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				

<p>Theory of Action for Conditions for Student & Adult Learning Priority:</p>	<p>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.</p>		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	<p>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 African American, ELL, newcomer, students with disabilities, GATE, foster and homeless youth)</p>	<p>L1 Schedule 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</p>	<p>O1: Restorative Justice logs will document restorative processes. URFs and office referrals will decrease by 25%.</p>
3-2	<p>T2 Physical Education teacher and coach will work with all students to support physical well-being, during that time students will learn how to collaborate together via games and sports</p>	<p>L2 Support 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,</p>	<p>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.</p>
3-3	<p>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.</p>	<p>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</p>	<p>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.</p>
3-4	<p>T4 COST will target support for referred students via partnerships, increased communication and referrals for supportive services and interventions</p>	<p>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;</p>	<p>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.</p>

3-5	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).
3-6	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.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Classrooms, Systems & Supports for ELLs	All English Language Learners will progress towards reclassification and we will increase our reclassification rate overall by 12%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	17.0%	20.0%	23.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor LPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				
Theory of Action for English Language Learners Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		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.

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$148,570.32	After School Education & Safety (ASES)	Contract with afterschool provider	Whole Child-focused School Culture	A1.6 After School Programs	5825				116-1
\$49,534.80	General Purpose Discretionary	Teacher stipends	Mathematics	A2.10 Extended Time for Teachers	1120				116-2
\$6,191.85	General Purpose Discretionary	Classified stipends	Whole Child-focused School Culture	A2.9 Targeted School Improvement Support	2420				116-3
\$4,748.35	General Purpose Discretionary	Books other than textbooks	Classrooms, Systems & Supports for ELLs	A2.3 Standards-Aligned Learning Materials	4200				116-4
\$30,000.00	General Purpose Discretionary	Supplies	Data Driven Collaboration	A2.3 Standards-Aligned Learning Materials	4310				116-5
\$15,000.00	General Purpose Discretionary	Copier maintenance agreement	Classrooms, Systems & Supports for ELLs	A6.5 Academic Parent-Teacher Communication & Workshops	5610				116-6
\$12,000.00	General Purpose Discretionary	Field trips and transportation	Whole Child-focused School Culture	A2.2 Social Emotional Learning	5826				116-7
\$1,000.00	General Purpose Discretionary	Postage	Whole Child-focused School Culture	A6.5 Academic Parent-Teacher Communication & Workshops	5910				116-8
\$4,883.71	LCFF Concentration	Books other than textbooks to support academic acceleration	Classrooms, Systems & Supports for ELLs	A3.3 Family Engagement focused on Literacy Development	4200				116-9
\$20,116.29	LCFF Concentration	Teacher's aide, Bilingual; Aide for Newcomer Class (Newcomers and ELLS). Katrina Wang	Classrooms, Systems & Supports for ELLs	A4.3 Newcomer Programs	2300	IA BILINGUAL	IABIL0040	0.30	116-10
\$2,394.67	LCFF Supplemental	Surplus	n/a	n/a	4399				116-11

\$20,000.00	LCFF Supplemental	Technology licenses for ST Math, Imagine Learning and Raz Kids for 700+ students.	Mathematics	A2.3 Standards-Aligned Learning Materials	5846				116-12
\$12,548.08	LCFF Supplemental	Teacher to support academic acceleration	Data Driven Collaboration	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0463	0.10	116-13
\$28,839.70	LCFF Supplemental	Instructional support specialist	Data Driven Collaboration	A3.2 Reading Intervention	2105	INSTRUCTIONAL SUPP SPECIALIST	INSSSE0149	0.50	116-14
\$31,913.71	LCFF Supplemental	TSA. Coach to support grade-level PLCs, teacher collaboration, Tier 1 instruction, Mathematics instruction and collect, coordinate and analyze all data. Vacancy.	Data Driven Collaboration	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA0189	0.25	116-15
\$33,527.16	LCFF Supplemental	Teacher's aide, Bilingual; Aide for Newcomer Class (Newcomers and ELLS). Katrina Wang	Classrooms, Systems & Supports for ELLs	A4.3 Newcomer Programs	1105	IA BILINGUAL	IABIL0040	0.50	116-16
\$38,558.66	LCFF Supplemental	STIP sub, Matthew Jones. STIP will facilitate reading groups and reading pull out in the library in support of our low-performing readers.	Classrooms, Systems & Supports for ELLs	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP9999	0.75	116-17
\$45,996.22	LCFF Supplemental	Teacher (Creative Expressions)	Whole Child-focused School Culture	A2.2 Social Emotional Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0159	0.50	116-18
\$47,923.39	LCFF Supplemental	STIP sub, Kate Small. STIP will plan and teach weekly classes for all grades to allow for weekly grade-level collaboration and planning time.	Data Driven Collaboration	A3.4 Teacher Professional Development focused on Literacy	1105	TEACHER STIP	TCSTIP0741	1.00	116-19
\$51,411.54	LCFF Supplemental	STIP sub. Vacancy. STIP will plan and teach weekly classes for all grades to allow for weekly grade-level collaboration and planning time.	Data Driven Collaboration	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	1.00	116-20
\$51,411.54	LCFF Supplemental	STIP sub. Vacancy. STIP will plan and teach weekly classes for all grades to allow for weekly grade-level collaboration and planning time.	Data Driven Collaboration	A4.4 Teacher Professional Development focused on English Learners	1105	TEACHER STIP	TCSTIP9999	1.00	116-21
\$107,802.77	LCFF Supplemental	Teacher (Creative Expressions)	Whole Child-focused School Culture	A2.2 Social Emotional Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0026	1.00	116-22

\$2,792.70	Title I: Basic	Surplus	Classrooms, Systems & Supports for ELLs	A2.10 Extended Time for Teachers	4399				116-23
\$24,302.00	Title I: Basic	One day of contract with school psychologist Kristina Bao	Whole Child-focused School Culture	A5.2 Health and Wellness (Mental & Physical Health)	5734				116-24
\$25,000.00	Title I: Basic	Contract with Reading Partners	Classrooms, Systems & Supports for ELLs	A3.2 Reading Intervention	5825				116-25
\$30,000.00	Title I: Basic	Contract with SEL provider	Whole Child-focused School Culture	A2.2 Social Emotional Learning	5825				116-26
\$45,000.00	Title I: Basic	Contract with social worker Juan Quintana	Whole Child-focused School Culture	A5.2 Health and Wellness (Mental & Physical Health)	5825				116-27
\$28,839.70	Title I: Basic	Instructional support specialist Jesus Ramos	Data Driven Collaboration	A3.2 Reading Intervention	2105	INSTRUCTIONAL SUPP SPECIALIST	INSSSE0149	0.50	116-28
\$2,000.08	Title I: Parent Participation	Supplies	Whole Child-focused School Culture	A2.2 Social Emotional Learning	4310				116-29
\$1,835.00	Title I: Parent Participation	Refreshments	Whole Child-focused School Culture	A2.2 Social Emotional Learning	4311				116-30

Title I School Parental Involvement Policy 2017 - 2018

Parent Involvement in the Title I Program

Franklin Elementary agrees to implement the following statutory requirements:

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

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

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

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

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

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

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

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

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

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

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

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

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

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

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

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

Communications to parents are provided by the school website (www.ousd.org/franklin) newsletters and parent bulletin board. Teachers also encourage parents to participate in classroom activities and field trips. The school provides translations in Chinese, Spanish, and Vietnamese.

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

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

Accessibility


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

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

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidence by

This policy was adopted by the Franklin Elementary School Site Council on November 17, 2017, and will be in effect for the 2017-18 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)

November 17, 2017

Home – School Compact Agreement

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

This Home-School Compact is in effect during the 2017-2018 school year.

School Responsibilities

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

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

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

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

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

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

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

4) Provide parents reasonable access to staff.

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

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

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

Parent Responsibilities

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

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

Student Responsibilities:

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

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



2017-2018
School Site Council Membership Roster – Elementary

School Name: Franklin Elementary

Chairperson : Lydia Alexandre
Vice Chairperson: Kristin Smith
Secretary: Willis Hickox

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Alexandre, Lydia				X
Smith, Kristin				X
Hickox, Willy			X	
Lara, Esther				X
Tam, Jenna				X
Nguyen, Mimi				X
Guthrel, Richard		X		
Prospato, Yvonne		X		
Seyer-Ochi, Ingrid	X			
Anderson, Jeni		X		

Meeting Schedule (day/month/time)	SSC meets third Friday of every month during the school year at 9:00 am at the Franklin Library
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community