

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

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Franklin Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Franklin Elementary School  
**CDS Code:** 1612596001820  
**Principal:** Ingrid Seyer-Ochi  
**Date of this revision:** 5/11/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

**Contact:** Ingrid Seyer-Ochi  
**Address:** 915 Foothill Blvd.  
Oakland, CA 94606

**Position:** Principal  
**Telephone:** 510-874-3354  
ingrid.seyer-ochi@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

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



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

**2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Franklin Elementary School  
**CDS Code:** 1612596001820  
**Principal:** Ingrid Seyer-Ochi  
**Date of this revision:** 5/11/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code

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

**Contact:** Ingrid Seyer-Ochi  
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Oakland, CA 94606

**Position:** Principal  
**Telephone:** 510-874-3354  
ingrid.seyer-ochi@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/29/2016

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

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

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

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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 20, 2016**

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

- Fliers in students' home languages
- Announcement at a public meeting
- Other (Notices, Media Announcements, etc.)

**Signatures:**

Ingrid Seyer-Ochi		5/20/2016
Print name of School Principal	Signature	Date
Tania Llambelis		5/20/2016
Print name of SSC Chairperson	Signature	Date
Sara Stone		5/24/16
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian		5-26-16
Chief Financial Officer	Signature	Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/23/2015	SSC	Student achievement data, school-family compact
10/29/2015	SSC	Monitor implementation of 2015-16 CSSSP plan
12/10/2015	Title I	Shared information about assessments, parent involvement and home-school compact
1/15/2016	SSC	Shared information about Title I funding of personnel and programs. Gathered parent information about organizational practices.
2/19/2016	SSC	Title I purchases of leveled library materials, personnel staffing.
3/18/2016	ssc	Title I purchases of technology, parent kindergarten materials
8/20/2015	Faculty	Begin vision and long-term planning process
10/16/2015	Faculty	Identify five potential big rocks for the coming year
1/29/2016	Faculty	Identify three big rocks for the coming year
2/8/2016	Faculty	Identify key staffing and resource needs aligned to big rocks and allocate budget accordingly
4/29/2016	SSC	Review and Approval of SPSA 2016-2017
5/20/2016	SSC	Review and Approval of SPSA Assurances 2016-2017

## 2016-2017 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 ... <b>General Purpose Discretionary #0000</b>	\$39,117.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$397,764.43	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$136,405.87	TBD
<b>TOTAL:</b>	<b>\$573,287.30</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$145,097.61	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$3,866.47	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$148,964.08</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Franklin Elementary School, located in the heart of the San Antonio-Eastlake neighborhood of Oakland, has high expectations for all students. The campus is alive with ever-changing multi-cultural art-work reflecting our connection with our local communities. Franklin is home to block-long lush garden beds tended by each classroom. This garden is a reflection of the commitment of students, staff, families and community to create and maintain a welcoming, positive school culture for all. Franklin provides Deaf and Hard of Hearing (DHOD) education to the OUSD's K-5 students and also has K-2 and 3-5 Special Day Classes. Franklin is one of the most diverse school in OUSD with an ethnic breakdown as follows: ~22% Latino, 55% Asian and 13% African American. Most recently, our community includes newcomers from Burma, Laos, Cambodia, Iraq, Afghanistan, Yemen, Nigeria, Indonesia, Ethiopia and Somalia. 59% of the student body is English Language Learner and over 90% qualify for free and reduced lunch.

### 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, three Speech Therapists, a part-time Occupational Therapist, a school Nurse, four Ann Martin Center counselors, a Family Engagement Coordinator, two intervention specialists, a Design and Media Lab teacher, a Creative Arts teacher and a Physical Education teacher.

## MAJOR IMPROVEMENT PRIORITIES

- |                                       |   |
|---------------------------------------|---|
| <b>Major Improvement Priority #1:</b> | <b>Data Driven Collaboration</b>  |
| <b>Major Improvement Priority #2:</b> | <b>Differentiation and small group instruction for newcomer and English Language Learners</b> |
| <b>Major Improvement Priority #3:</b> | <b>Whole Child-focused School Culture</b>   |

### MAJOR IMPROVEMENT PRIORITY #1: Data Driven Collaboration

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Teachers support and are eager to build PLCs that collaborate around data and student achievement.	Grade level PLCs do not yet focus on student data in a sustained or systematic way
30% of teachers meet bi-weekly our newcomer PLC	Time constraints have made it difficult for teachers to meet regularly around data

Our new teacher collaboration center will soon be functioning to support our data driven collaboration	A culture of trust and a commitment to inquiry and collaboration is still being built at Franklin
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**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

This year Franklin completed a year 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. Only two 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. Finally, data indicates that teachers want and need more time for collaboration.

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

WHY1: Teachers need more time to build a culture of trust and collaboration. Collaboration has not been scheduled or prioritized in the past. WHY2: 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 2016-17. WHY3 We are learning how to differentiate PD for our various PLCs and teachers to meet grade-level and individual needs. WHY4: Prior to the 2016-17 year our site did not have a space organized to support data analysis and collaboration across the work day and year.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	40% or more of students will be reading at or above grade level by June 2017 as measured by SRI	SRI	All Students	35.9%	38%	40%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By September 30, 2016 100% of all Franklin grade-level PLCs will establish protocols for PLC data inquiry in the service of student achievement	Culture/ Climate: Staff	All Students	NA	NA	NA	3: Students are reading at or above grade level.
Academic	By September 30, 2016 100% of all teachers will identify and track three focal students using F & P and SRI data per District assessment calendar	F&P	All Students	NA	NA	NA	3: Students are reading at or above grade level.

Academic	By June 2017 the Principal will have monitor teachers/focal students with data conferences after each assessment throughout the year	F&P	All Students	NA	NA	NA	3: Students are reading at or above grade level.
Climate & Culture	Chronic absenteeism will drop from 10.9% to 9.0% by June, 2017. Chronic abstenteeism for our African-American students will drop from 26.1% to 20% during the same period.	Chronic Absence	All Students	10.9	10%	9.0%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

#### Major Improvement Strategy for this priority:

*Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and PLCs use data to inform instruction. Through data driven collaboration, teacher set data goals with principapl and teachers set with students. Data is used as an ongoing indicator of progress and supports teachers to develop equity centered solutions and students to take charge of their own learning.*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Accelerating student achievement through data cycles of inquiry	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; hiringTSA to support data analysis
Conferring with students around data	Professional development providing support for teachers on data conferencing with students.	Grade level data conferences
Attendance monitoring	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
Collaboration with PLC colleagues to establish Designated ELD time scheduling	ELD Instruction and associated PD	Scheduling Designated ELD time, PLC data analysis to assess and re-assign ELD groups tri-annually.



Collaboration with PLC colleagues to establish Designated ELD time scheduling	ELD Instruction and associated PD	Align resources for ELLs; data conferences to assess data and schedule ELL time
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**MAJOR IMPROVEMENT PRIORITY #2: Differentiation and small group instruction for newcomer and English Language Learners**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Teachers and families were unanimous in identifying newcomer and ELL supports as a key improvement strategy	Focusing on the needs of ELL and Newcomer students in a targeted manner is not yet a part of the Franklin culture
We have hired a full-time Newcomer teacher and Newcomer IA	One newcomer class will be unable to meet the needs of all our newcomer and ELL student
We are scheduling Designated ELD time to ensure efficient scheduling for ELL interventions	The levels of collaboration necessary for successful Designated ELD scheduling are not yet robust our our school culture

ROOT CAUSE ANALYSIS for Priority #2
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
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 suport in actively and effectively differentiating for newcomers and ELLs. Teacher feedback groups and PLC notes indicate that teachers are eager to more efectitvely serve these students populations. During the 2015-16 year the principal visited two newcomer sites (San Diego and Gilroy) andhas 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.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
WHY1: Teachers have not had the opportunity to partcipate 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 ofver the last three years (increasing numbers of refugees and immigrants for new regions of the globe) and the staff have not yet had PD around the cultural and linguistic backgrounds of these communities.

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic Domain	EL reclassification rates will increase from 17.5% to 22% by June, 2017	EL Reclassification	English Learners	17.5%	20%	22%	4: English learners are reaching English fluency.
<b>Goal Area</b>	<b>Related Sub-Goals (optional)</b>	<b>Related Indicator</b>	<b>Focal Student Group</b>	<b>2014-2015 EOY Baseline</b>	<b>2015-2016 EOY Target</b>	<b>2016-2017 EOY Target</b>	<b>Related LCAP Goal</b>
Academic	100% of our 2nd - 5th grade Tier 1 newcomer students will participate in our newcomer class during the 2016-17 year and 50% will transition to Tier 2 by June 2017	EL Reclassification	English Learners	NA	NA	NA	4: English learners are reaching English fluency.
Climate & Culture	95% of our TK-5 newcomer students will participate in newcomer pull-out groups led by Refugee Transitions	Culture/ Climate: Student	English Learners	NA	NA	NA	5: Students are engaged in school everyday.
Climate & Culture	80% of our newcomer families will participate in one or more newcomer family engagement events and 90% will be greeted by a newcomer family ambassador	Culture/ Climate: Parent	English Learners	NA	NA	NA	6: Parents and families are engaged in school activities.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *We will establish the classrooms (Newcomer) and systems (Designated ELD time, consistent analysis of newcomer and ELL data) and supports (newcomer classes, push in and pull-out intervention) necessary to support the needs of our many and varied ELL and newcomer students. These students and their families will experience Franklin as a school that welcomes and understands them and differentiates supports to meet their changing needs.*

## KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation.	ILT Professional Development planning, PLC and PD time, aligning resources for outside trainers as needed
All teachers will participate in data analysis to identify our Tier 1 newcomer and ELLs	Scheduling and supporting PLC data conferences	PLC data analysis conferences
Newcomer teacher will provide targeted support for all Tier 1 newcomer and ELL students	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

Refugee Transitions and newcomer teachers will collaborate to ensure they meet the social and emotional needs of all newcomer students	Identifying and partnering with high-leverage community partners	Community partnerships, creation of community partner room; hiring intervention specialist to work with targeted students;
Family engagement coordinator will recruit and train family liasons representing the major linguistic groups of our families	Hiring and ongoing support of Family Engagement Coordinator; researching best practices for family liasons; meeting regularly with Newcomer Family Advisory Group.	Family engagement coordinator, Newcomer Family Advisory Group; Family Engagement Room
Principal and teacher leaders particpate in OUSD-Stanford ELL Leadership Learning community	Principal joined OUSD-Stanford ELL Leadership Learning Team	OUSD-Stanford ELL Leadership Learning Community
Academic Mentors provide targetted intervention via push-in, pull-out and after-school extended hours intervention	Collaboration with EBAYC to identify, hire and train academic mentors	EBAYC partnership, room scheduling, aligning resources and trainings for Academic Mentors
Library Technician will provide targetted literacy supports to bring books and research alive for all students	Hiring and training Library Technician, funding library to purchase cultural relevant textbooks	Support current staff to enroll in Library Tech training; library scheduling; collaboration with OUSD Library staff and Franklin library committee
Ensure standards-aligned resources are availabe for all classrooms	Photocopying and resource purchases	Maintain photocopy machine

**MAJOR IMPROVEMENT PRIORITY #3: Whole Child-focused School Culture**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #3</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
SEL, student climate and suspension data show evidence of a supportive school community.	We have an SEL-achievement gap that is highest among our African-American, Latino and newest refugee students
100% of first-fifth grade students participate in an SEL-focused 50 minute prep period each week	Opportunities for students to develop SEL skills are limited
Administrators have been building Restorative Justice practices into the office's disciplinary processes	Not all staff are trained in nor support Restorative Justice approaches

**ROOT CAUSE ANALYSIS for Priority #3**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Disciplinary data show that African-American students are highly over-represented in the school's disciplinary processes. Classroom observations indicate that only 25% of all classrooms regularly meet with circle or community time and build SEL teachings and approaches across the curriculum. Prior to this year the school did not have an SEL-focused teacher and the 2016-17 year will be the first to include a full-time Physical Education teacher on the staff.

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

WHY1: Given the varied and intense academic needs of our students many teachers focus on academic issues at the expense of SEL needs. WHY2: A sustained and supported focus on a school culture of care has been lacking for many years. WHY3: Teacher evaluations have not included SEL factors. WHY4: The majority of the classified and credentialed staff have had limited PD around Social Emotional Learning, Restorative Justice and Physical Education.

**STUDENT PERFORMANCE GOAL(S) for Priority #3**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	By June 2017 the Social Emotional Learning skills of students will increase by 10% as measured on the SPF	SEL	All Students	3.5	3.9	4.2	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	100% of Franklin students will partipate for at least 50 minutes bi-weekly in physical activity led by a credentialed Physical Education teacher	SEL	All Students	NA	NA	100%	5: Students are engaged in school everyday.
Climate & Culture	Office Referrals for African American students will decrease by 50% by June 2017	Suspensions	African- American Students	0	2%	1%	5: Students are engaged in school everyday.
Climate & Culture	By June 2017 at least 50% of Franklin teachers will implement Restorative Justice practices in their classrooms	Culture/ Climate: Staff	All Students	NA	NA	50	5: Students are engaged in school everyday.
Social/Emotional	By June 2017 100% of all students referred to our COST with SEL needs will participate in an appropriate lunch-time club or pull-out intervention	Culture/ Climate: Student	All Students	NA	NA	100	5: Students are engaged in school everyday.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**

**Major Improvement Strategy for this priority:**

***Develop a culture of care and concern for the social, emotional and physical well-being of all students and families. The fabric of this culture will be woven via classroom practices (e.g. Restorative Justice), school-wide norms and routines (e.g., students of the week, student of the month breakfasts,), playground norms that are consistently understood and enforced by all campus staff, weekly classes for all students with our Creative Arts (SEL) and Physical Education teachers, and lunchtime clubs and pull-out interventions.***

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
All teachers will be introduced to Restorative Justice and related approaches and at least half will pilot these approaches in their classrooms.	Schedule Restorative Justice PD; joining 2016-17 PBIS cohort and creation of leadership team; modeling RJ practices via Office disciplinary processes and daily interactions with students	OUSD PBIS planning cohort (2016-17); Assistant Principal continues RJ training; targeted PD support for RJ teachers; creation of PBIS team
Physical Education teacher will work with all students bi-weekly for 50 minutes to support their physical well-being	Recruitment and support of new hire; scheduling to ensure maximum interface between classroom and PE teacher	Hiring of Physical Education teacher and aligning resources for PE room; Kaboom fundraising for new playground
Heroes coach will work with all the PE teacher and all staff to ensure the healthy and safe participation of all students during recess and bi-weekly activity time	Support the collaboration of our new PE and Heroes coaches; PD for all classified and credentialed staff on consistent yard practices and policies	Budgeting for and hiring Heroes coach; PD time and training for all staff on playground norms
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.	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
COST will target support for referred students via partnerships, increased communication and referrals for supportive services and interventions	Creation and support of COST; weekly attendance at COST;	COST members; budgeting for Social Worker, School Psychologist, Intervention Specialist, Family Engagement Coordinator. SST team;
Families are knowledgeable about ways to assist their students in being successful and meeting their learning goals.	School psychologist will provide SEL support for students who need it, conduct assessments for special needs.	
Families will receive weekly notices about school activities.	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
Healthy Living Produce Market at Franklin School.		
Teachers will organize family meetings and engagement with the needs of homeless and foster youth in mind	Principal will organize PD on the needs and experiences of our homeless and foster youth	Family engagement coordinator will continue to work with our homeless families to identify supports and resources

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$136,405.87	After School Education & Safety (ASES)	EBAYC after-school program	After-school programming	A1.6: After School Programs	5825	n/a	n/a	n/a	116-1	116
\$39,117.00	General Purpose Discretionary	Supplies	Ensure standards-aligned resources are available for all classrooms	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	116-2	116
\$50,926.65	LCFF Supplemental	Hiring and ongoing PD support for Newcomer teacher and IA; participation in OUSD-wide Newcomer PLC and PD	Align resources for ELLs; data conferences to assess data and schedule ELL time	A4.3: Newcomer Programs	n/a	IA BILINGUAL	IABIL0040	0.8	116-3	116
\$35,792.39	LCFF Supplemental	Hiring PE teacher	Physical Education teacher will work with all students bi-weekly for 50 minutes to support their physical well-being	A5.2: Health and Wellness (Mental & Physical Health)	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0026	0.4	116-4	116
\$33,503.97	LCFF Supplemental	Hiring PE teacher	Hiring of Physical Education teacher and aligning resources for PE room; Kaboom fundraising for new playground	A5.2: Health and Wellness (Mental & Physical Health)	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0159	0.6	116-5	116
\$86,066.55	LCFF Supplemental	Hiring Newcomer Teacher	Newcomer teacher will provide targeted support for all Tier 1 newcomer and ELL students	A4.3: Newcomer Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	1	116-6	116
\$48,848.30	LCFF Supplemental	Hiring STIP	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; hiringTSA to support data analysis	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP9999	1	116-7	116
\$38,940.32	LCFF Supplemental	Hiring STIP	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; hiringTSA to support data analysis	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP0500	1	116-8	116
\$14,000.00	LCFF Supplemental	Extended hours for Academic Mentors and staff for intervention	Academic Mentors provide targetted intervention via push-in, pull-out and after-school extended hours intervention	A3.2: Reading Intervention	2928	n/a	n/a	n/a	116-9	116
\$3,264.55	LCFF Supplemental	Supplies to support intervention and enrichment	Ensure standards-aligned resources are available for all classrooms	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	116-10	116
\$13,772.70	LCFF Supplemental	surplus	n/a	n/a	4399	n/a	n/a	n/a	116-11	116
\$12,000.00	LCFF Supplemental	Equipment maintenance agreement	Photocopying and resource purchases	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	116-12	116
\$60,649.00	LCFF Supplemental	School Psychologist	School psychologist will provide SEL support for students who need it, conduct assessments for special needs.	A2.2: Social Emotional Learning	5734	n/a	n/a	n/a	116-13	116
\$7,527.93	Measure G (School Libraries)	Books for library	Library Technician will provide targetted literacy supports to bring books and research alive for all students	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	116-14	116
\$13,472.07	Measure G (School Libraries)	Hiring Library Tech	Library Technician will provide targetted literacy supports to bring books and research alive for all students	A3.2: Reading Intervention	4399	n/a	n/a	n/a	116-15	116
\$22,335.98	Measure G (TGDS)	TGDS substitute	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.	A2.6: Teacher Evaluation	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0159	0.4	116-16	116
\$4,000.00	Measure G (TGDS)	Teacher stipends for observations, Alternative Observers	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; hiringTSA to support data analysis	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	116-17	116
\$8,500.00	Measure G (TGDS)	Substitutes to support TGDS efforts	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; hiringTSA to support data analysis	A2.6: Teacher Evaluation	1150	n/a	n/a	n/a	116-18	116
\$7.77	Measure G (TGDS)	n/a	n/a	n/a	4310	n/a	n/a	n/a	116-19	116

\$38,944.84	Program Investment	Hiring Family Engagement Coordinator	Family engagement coordinator will recruit and train family liasons representing the major linguistic groups of our families	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	n/a	COMMUNITY RELATIONS ASST I	COMRAI0016	0.75	116-20	116
\$11,630.16	Program Investment	Supplies to support family engagement to support SEL and physical well-being of students and families	Family engagement coordinator will recruit and train family liasons representing the major linguistic groups of our families	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4310	n/a	n/a	n/a	116-21	116
\$5,000.00	Program Investment	Funding for parent staff for Farmer's Market	Healthy Living Produce Market at Franklin School.	A5.2: Health and Wellness (Mental & Physical Health)	5758	n/a	n/a	n/a	116-22	116
\$37,514.89	Title I Basic	Hiring Instructional Support Specialist	Community partnerships, creation of community partner room; hiring intervention specialist to work with targetted students;	A3.2: Reading Intervention	n/a	INSTRUCTIONAL SUPP SPECIALIST	INSSSE0149	1	116-23	116
\$20,000.00	Title I Basic	Extended hours for teacher collaboration and after-school intervention	Collaboration with PLC colleagues to establish Designated ELD time scheduling	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	116-24	116
\$500.00	Title I Basic	Clerical salaries, stipends	Attendance monitoring	A5.4: Root Causes of Chronic Absence	2420	n/a	n/a	n/a	116-25	116
\$12,000.00	Title I Basic	Hiring 3 Academic Mentors	EBAYC partnership, room scheduling, aligning resources and trainings for Academic Mentors	A3.2: Reading Intervention	2928	n/a	n/a	n/a	116-26	116
\$82.72	Title I Basic	Supplies to support family engagement to support SEL and physical well-being of students and families	Family engagement coordinator will recruit and train family liasons representing the major linguistic groups of our families	A6.1: Parent / Guardian Leadership Development	4310	n/a	n/a	n/a	116-27	116
\$75,000.00	Title I Basic	Salaries for Social Worker and Heroes Coach	COST members; budgeting for Social Worker, School Psychologist, Intervention Specialist, Family Engagement Coordinator. SST team;	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	116-28	116
\$2,866.47	Title I Parent Participation	Supplies to support family engagement to support SEL and physical well-being of students and families	Family engagement coordinator will recruit and train family liasons representing the major linguistic groups of our families	A6.1: Parent / Guardian Leadership Development	4310	n/a	n/a	n/a	116-29	116
\$1,000.00	Title I Parent Participation	Refreshments to support family engagement	Family engagement coordinator will recruit and train family liasons representing the major linguistic groups of our families	A6.4: Parent / Guardian Volunteer Support	4311	n/a	n/a	n/a	116-30	116

# 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 2015-2016 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.*

# Title I School Parental Involvement Policy 2015 - 2016

## **Parent Involvement in the Title I Program**

*Franklin Elementary* agrees to implement the following statutory requirements:

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

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

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

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

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

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

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

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

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

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

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

## **School-Parent Compact**

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

### **Building Parent Capacity for Involvement**

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

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

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

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

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

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

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

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

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

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

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

### **Accessibility**


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

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

### **Adoption**

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

This policy was adopted by the Franklin Elementary School Site Council on December 18, 2015, and will be in effect for the 2015-16 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 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)

December 18, 2015

## School Site Council Membership Roster – Elementary

School Name: Franklin Elementary

School Year: 2015-2016

<b>Chairperson :</b>	<b>Vice Chairperson:</b>
<b>Secretary:</b>	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

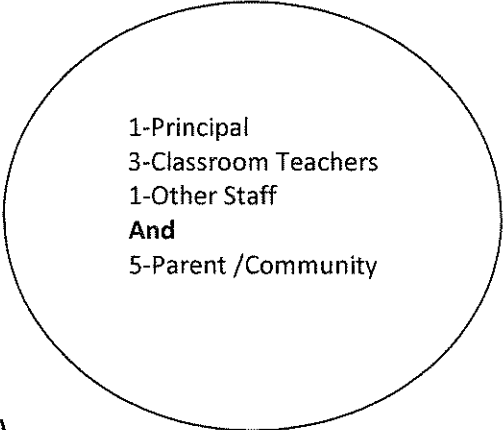
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Seyer-Ochi, Ingrid	X			
Hickox, Willis			X	
Lerma, Onaida		X		
Llambelis, Tania		X		
Prospato, Yvonne		X		
Bonilla-Hurtado, Deprece				X
Lane, Carolyn				X
Nguyen, Mimi (Kieu)				X
Ngo, Anna				X
Snellings, Andrew				X

<b>Meeting Schedule</b> (day/month/time)	Third Friday of every month at 9:00 a.m. in Franklin Library.
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**SSC Legal Requirements: (Ed. Code 52852)**

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



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

\*Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.