

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Franklin Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Franklin Elementary School
CDS Code: 1612596001820
Principal: Ingrid Seyer-Ochi
Date of this revision: 6/5/2017

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
Address: 915 Foothill Blvd.
Oakland, CA 94606

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 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: 5/12/17

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

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

Signatures:

Ingrid Seyer-Ochi

Ingrid Seyer-Ochi
Signature

5/12/17
Date

School Principal

Lydia Alexandre

Lydia Alexandre
Signature

5/12/17
Date

Print name of SSC Chairperson

Alicia Bowman

Alicia Bowman
Signature

5/12/17
Date

Network Superintendent

Marcus Silvi

Marcus Silvi
Signature

5/25/17
Date

Coordinator, Office of Accountability Partners

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/16/2016	Parents, communitiy members, SSC membership, staff	Monthly SSC meeting. SPSA Priorities discussion #1.
1/20/2017	Parents, communitiy members, SSC membership, staff	Monthly SSC meeting. SPSA Priorities discussion #2
2/15/2017	Faculty	Faculty Professional Development, SPSA priorities discussion and weighted voting
2/17/2017	parents, communitiy members, SSC membership, staff	Monthly SSC meeting; 2017-18 Budget overview and sharing of faculty priorities
3/10/2017	parents, communitiy members, SSC membership, staff	Monthly SSC meeting; approval of Title 1 2017-18 budget allocations

2017-2018 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	\$118,650.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$368,893.88	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$136,053.40	TBD
TOTAL:	\$648,597.28	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$107,389.60	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$3,670.80	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$111,060.40	\$0.00

PART A: ABOUT THE SCHOOL

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 and serve all K-5 deaf and hard of hearing students. Full time physical education, 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, 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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Data Driven Collaboration

SCHOOL GOAL for Data Driven Collaboration:

53% or more of students will be reading at or above grade level by June 2018 as measured by SRI, with at least 19% of ELL students reading at grade level.

SCHOOL TARGETS for Data Driven Collaboration:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	English Learners	19.00%	19.00%	19.00%

Other Leading Indicators for Data Driven Collaboration:

F&P, SIPPS, Monthly Newcomer Assessments

NEEDS ASSESSMENT for Data Driven Collaboration:

STRENGTHS	CHALLENGES
-----------	------------

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

ROOT CAUSE ANALYSIS

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).

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.

MATHEMATICS PRIORITY:

Mathematics

SCHOOL GOAL for Mathematics:

46% of students will be meeting or exceeding standards in mathematics by June 2018 as measured by SBAC Math

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	35.98%	40.98%	45.98%

Other Leading Indicators for Mathematics:

ST Math, SMI, District benchmark assessments

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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.	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.

ROOT CAUSE ANALYSIS

The root cause is that we are not using the OUSD curriculum and need to ensure that we have fidelity in implementation through the creation of a culture of data-driven mutual accountability.

CULTURE & CLIMATE PRIORITY: Whole Child-focused School Culture

SCHOOL GOAL for Whole Child-focused School Culture:

By June 2018, 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.

SCHOOL TARGETS for Whole Child-focused School Culture:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
California Healthy Kids Survey	All Students	80.70%	85.00%	90.00%

Other Leading Indicators for Whole Child-focused School Culture:

School Climate/PBIS Committee teacher, student and family surveys.

NEEDS ASSESSMENT for Whole Child-focused School Culture:

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

ROOT CAUSE ANALYSIS
<p>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. Physical Education gives the whole child time to be active and engaged and re-enter the classroom focused and calm. During the PE classes the students will be trained on conflict mediation practices and behaviors that will deescalate situations on the playground.</p> <p>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.</p>

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

By June 2018, family engagement among our African-American, Latino and Asian-American families will increase by 20%. This will be measured by attendance on sign-in sheets at SSC and SELLS meetings, bi-monthly parent outreach "Morning Meetings" and Family Engagement events.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance at family engagement events	All Students	n/a	10.00%	30.00%

Other Leading Indicators for Family Engagement:

Growth of Parent Leadership Team. Parent involvement in reclassification knowledge for families.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
-----------	------------

Committed SSC members. Developing SELLS committee.	More parent outreach needs to happen to fully develop a parent leadership group. 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.
--	---

ROOT CAUSE ANALYSIS

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.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Data Driven Collaboration:	If the teachers collect data, such as F and P and SRI scores, analyze the data and work together collaboratively to differentiate their lessons based on the data, then students will progress in reading. If the staff use the data collaboration center as a resource to gather their grade level data and look at students needs across the grade level, then as a PLC each grade can create action plans to meet the needs of all of the students.
SCHOOL THEORY OF ACTION for Mathematics:	If teachers monitor and collaborate around students ST Math data and use the information provided by OUSD curriculum, then the needs of all students, especially our African American, Latino, and Newcomer students can be met.
SCHOOL THEORY OF ACTION for Whole Child-focused School Culture:	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.
SCHOOL THEORY OF ACTION for Family Engagement:	If Franklin can hire translators in our predominate languages, provide copies of parent information in all languages, and continue to do outreach to families for parent gatherings in multiple languages, then more parents will come to the school to participate in committees, such as the SSC and SELLS committees. If we provide more information in a variety of languages then we will be able to connect to more families and they will feel more included and empowered in their child's education.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	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 Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Accelerating student achievement through data cycles of inquiry, which allow for true differentiation (i.e. growth based on students current level)	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
1-2	Conferring with students around data, with a specific equity focus	Professional development providing support for teachers on data conferencing with students.	Grade level data conferences
1-3	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
1-4	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.

Improvement Strategy #2:	We will establish the classrooms (Newcomer) and systems (Designated ELD time, consisent 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 Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation.	ILT Professional Development planing, PLC and PD time, aligning resources for outside trainers as needed
2-2	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

2-3	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
2-4	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;
2-5	Family engagement coordinator 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	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
2-6	Academic Mentors provide targeted 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
2-7	Library Technician will provide targeted 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

Improvement Strategy #3:	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 Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	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; 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
3-2	Physical Education teacher and coach will work with all students to support physical well-being, during that time students will learn how to collaborate together via games and sports	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,

3-3	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
3-4	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;
3-5	Families will receive consistent communication about student's academic progress, community events, and ways to develop into college, career, and community readiness	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
3-6	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

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$136,053.00	After School Education & Safety (ASES)	Contract with East Bay Asian Youth Center (EBAYC) for afterschool programming	EBAYC partnership, room scheduling, aligning resources and trainings for Academic Mentors	A1.6: After School Programs					116-1
\$69,272.25	General Purpose Discretionary	Surplus to support Data, DTL and assessment coordination TSA (Willis Hickox)	Accelerating student achievement through data cycles of inquiry	A2.8: Data & Assessment	4399	TSA			116-2
\$11,500.00	General Purpose Discretionary	Photocopier contract to support family outreach (700 families in 20+ languages)	Maintain photocopy machine	A3.3: Family Engagement focused on Literacy Development	5610				116-3
\$22,306.58	General Purpose Discretionary	Supplies to support overall school operation and classroom support	Ensure standards-aligned resources are available for all classrooms	A2.1: Implementation of CCSS & NGSS	4310				116-4
\$9,571.17	General Purpose Discretionary	Noon duty supervisor	Noon duty supervisor will work with RJ coordinator and PD teacher to ensure safety on the playground	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0015	0.40	116-5
\$6,000.00	General Purpose Discretionary	Buses for field trips	Schedule 2 field trips per year for all classes to extend enrichment opportunities to all children	A2.2: Social Emotional Learning	5826				116-6
\$22,804.14	LCFF Concentration	ELD Teacher - .35 aide to newcomer classroom	Newcomer teacher will provide targeted support for all Tier 1 newcomer and ELL students	A4.3: Newcomer Programs	2300	IA BILINGUAL	IABIL0040	0.35	116-7
\$2,195.86	LCFF Concentration	Reading Partners Contract: Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Reading Partners to provide targeted intervention via push-in, pull-out and after-school extended hours intervention	A3.2: Reading Intervention	5825				116-8
\$123,359.86	LCFF Supplemental	ELD Teacher - Newcomer Teacher	Hiring and ongoing PD support for Newcomer teacher and IA; participation in OUSD-wide Newcomer PLC and PD	A4.3: Newcomer Programs	2400	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0463	1.00	116-9
\$44,519.39	LCFF Supplemental	Collaboration time for teachers to focus on Academic acceleration - Full time STIP to staff Media Center for teacher release/collaboration time	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	A2.5: Teacher Professional Development for CCSS & NGSS	2400	TEACHER STIP	TCSTIP0701	1.00	116-10
\$25,707.48	LCFF Supplemental	Collaboration time for teachers to focus on Academic acceleration. .5 STIP to allow for teacher collaboration	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	2400	TEACHER STIP	TCSTIP9999	0.50	116-11

\$65,870.38	LCFF Supplemental	SEL Implementation Support	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.	A2.2: Social Emotional Learning	2400	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0159	0.75	116-12
\$10,993.73	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher (Ramos)	Academic Mentors/Intervention Specialist to provide targetted intervention via push-in, pull-out and after-school extended hours intervention	A3.2: Reading Intervention	2300	INSTRUCTIONAL SUPP SPECIALIST	INSSSE0149	0.20	116-13
\$48,134.99	LCFF Supplemental	SEL Mentor - Social worker	COST will target support for referred students via partnerships, increased communication and referrals for supportive services and interventions	A2.2: Social Emotional Learning	5825				116-14
\$10,000.00	LCFF Supplemental	Stipends to support intruactional planning in support of ELLs	Align resources for ELLs; data conferences to assess data and schedule ELL time	A4.4: Teacher Professional Development focused on English Learners	1120				116-15
\$3,134.99	LCFF Supplemental	Reading Partners Contract: Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Reading Partners to provide targetted intervention via push-in, pull-out and after-school extended hours intervention	A3.2: Reading Intervention					116-16
\$4,600.12	LCFF Supplemental	.05 Prep teacher	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. shared with 2 people, anyone at ouds can find and view.	A2.2: Social Emotional Learning		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0026	0.05	116-17
\$29,319.61	LCFF Supplemental	.45 Newcomer aide	Newcomer teacher will provide targeted support for all Tier 1 newcomer and ELL students	A4.3: Newcomer Programs	2300	IA BILINGUAL	IABIL0040	0.45	116-18
\$6,388.33	LCFF Supplemental	Supplies to support overall school operation and classroom support	Ensure standards-aligned resources are available for all classrooms	A2.1: Implementation of CCSS & NGSS	4310				116-19
\$25,707.48	Measure G: TGDS	.5 STIP sub for teacher evaluation, collaboration and release time	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		TEACHER STIP	TCSTIP9999	0.50	116-20
\$6,500.00	Measure G: TGDS	Alternative Observer stipends and sub coverage	Recruitment and support of new hires including TGDS and teacher evaluation	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	1120				116-21
\$247.12	Measure G: TGDS	Supplies to support TGDS	Recruitment and support of new hires including TGDS and teacher evaluation	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4310				116-22
\$6,000.00	Supplemental Program Investment	Field trips to support enrichment across the TK-5 and SDC classes	K12TCH2128	A2.2: Social Emotional Learning	5829				116-23

\$31,375.66	Supplemental Program Investment	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Accelerating student achievement through data cycles of inquiry	A2.8: Data & Assessment	2100	10 MONTH CLASSROOM TSA	C10TSA0189	0.25	116-24
\$8,474.34	Supplemental Program Investment	Reading Partners Contract: Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Reading Partners to provide targetted intervention via push-in, pull-out and after-school extended hours intervention	A3.2: Reading Intervention	5825				116-25
\$5,000.00	Supplemental Program Investment	ST Math contract for 2017-18	Provision of ST Math in all classrooms to ensure standards-aligned resources are available for all classrooms	A2.3: Standards-Aligned Learning Materials	5846				116-26
\$43,974.90	Title I Basic	.8 Instructional Support Specialist, reading intervention for our most struggling readers	Academic Mentors/Intervention Specialists to provide targetted intervention via push-in, pull-out and after-school extended hours intervention	A3.2: Reading Intervention		INSTRUCTIONAL SUPP SPECIALIST	INSSSE0149	0.80	116-27
\$27,000.00	Title I Basic	Coach to support Restorative Justice, SEL, Whole Child and conflict resolution	Support the collaboration of our new PE and Heroes coaches; PD for all classified and credentialed staff on consistent yard practices and policies	A2.2: Social Emotional Learning	5825				116-28
\$24,260.00	Title I Basic	One day additional School Psychologist	COST members; budgeting for Social Worker, School Psychologist, Intervention Specialist, Family Engagement Coordinator. SST team;	A2.2: Social Emotional Learning	5734			1 day	116-29
\$10,000.00	Title I Basic	Stipends for teachers to participate in professional development, assessments, data analysis, and observations	Accelerating student achievement through data cycles of inquiry	A4.4: Teacher Professional Development focused on English Learners	1120				116-30
\$2,154.70	Title I Basic	Supplies to support academic acceleration	Accelerating student achievement through data cycles of inquiry	A4.4: Teacher Professional Development focused on English Learners	4310				116-31
\$2,000.00	Title I Parent Participation	Supplies for parent engagement (communication and outreach)	Families will receive weekly notices about school activities.	A3.3: Family Engagement focused on Literacy Development	4310				116-32
\$1,670.80	Title I Parent Participation	Refreshments for parent engagement	Family engagement coordinator will recruit and train family liasons representing the major linguistic groups of our families	A3.3: Family Engagement focused on Literacy Development	4311				116-33
\$43,826.36	Philanthropic Ventures Foundation	.05 Prep teacher	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. shared with 2 people, anyone at ousd can find and view.	A2.2: Social Emotional Learning		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0181	0.50	116-34

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 2016-17 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 early October during which this compact will be discussed as it relates to the individual child's achievement.

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

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

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

4) Provide parents reasonable access to staff.

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

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

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

Parent Responsibilities

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

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

Student Responsibilities:

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

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

October 21, 2016

Ingrid Seyer-Ochi, Principal



School Site Council Membership Roster – Elementary

School Name: Franklin

School Year: _____2016-17_____

Chairperson: Lydia	Vice Chairperson: Esther Lara
Secretary: Willis Hickox	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Lydia Aledandre				X
Aileen Chang		X		
Willis Hickox			X	
Esther Lara				X
Bland Li				X
Mimi Nguyen				X
Imelda Ojeda		X		
Yvonne Prospato		X		
Ingrid Seyer-Ochi	X			
Osbornique Williams				X

Meeting Schedule (day/month/time)	SSC meets 3rd Friday of every month during the school year at 9am in the Franklin Library
---	---

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;
Parent/community members cannot be OUSD employees at the site.

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

Title I School Parental Involvement Policy 2016 - 2017

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

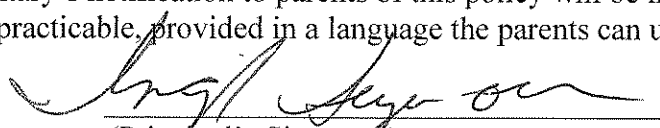
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

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 I.

This policy was adopted by the Franklin Elementary School Site Council on October 21, 2016, and will be in effect for the 2016-17 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)

October 21, 2016