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# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Franklin Elementary School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Franklin Elementary School.

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

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Franklin Elementary School

## 2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program           | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement      | <input type="checkbox"/> 21st Century Community Learning Centers                     |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5/14/2024

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

- Flyers in students' home languages       Announcement at a public meeting       Other (notices, ParentSquare blasts, etc.)

**Signatures:**

Lusa Lai	<i>Lusa Lai</i>	5/14/2024
<i>Principal</i>	Signature	Date
Lydia alexandre	<i>Lydia Alexandre</i>	May 14, 2024
<i>SSC Chairperson</i>	Signature	Date
Leroy Gaines	<i>Leroy Gaines</i>	5/15/24
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/16/2024
<i>Director, Strategic Resource Planning</i>	Signature	Date



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Franklin Elementary School  
**CDS Code:** 1612596001820  
**Principal:** Lusa Lai  
**Date of this revision:** 5/14/2024

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

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

**Contact:** Lusa Lai

**Position:** Principal

**Address:** 915 Foothill Blvd.  
Oakland, CA 94606

**Telephone:** 510-874-3354

**Email:** lusa.lai@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2024	SSC	Revisited 2023-2024 LCAP Goals and created 2024-2025 LCAP Goals. Identified school needs to reach LCAP goals, reviewed school data
1/23/2024	ILT	Revisited 2023-2024 LCAP Goals and completed Priority Strengths and Priority Challenges in Needs Assessment
3/11/2024	Faculty	Staff Meeting - Shared SPSA with Staff for Review and Feedback
3/19/2024	SLT	Identified school targets and goals

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### **Early Childhood Education Program**

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### **Transitional Students and Families Unit**

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. 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 California 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$177,355.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,062,085.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$161,640	LCFF Discretionary (General Purpose Discretionary #0000)	\$24,150
Title I, Part A Parent & Family Engagement (Title I #3010)	\$4,490	LCFF Supplemental (LCFF Supplemental #0002)	\$313,200
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$11,225	After School Education & Safety (ASES) (ASES #6010)	\$186,536
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$270,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$90,844
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$177,355</b>		<b>\$884,730</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,062,085.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Franklin Elementary School</b>		<b>School ID: 116</b>
<b>CDS Code: 1612596001820</b>	<b>SSC Approval Date: 5/14/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**School Mission and Vision**

Franklin Elementary School strives to ensure that our culturally, racially and linguistically diverse students grow into life-long learners, empowered as the architects of their future. In partnership with families and our community, we provide all our students with the opportunity to succeed. Franklin is a global village that engages, nurtures and inspires the whole child: academically, socially, emotionally.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Multiracial Students

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

Students have access to effective and experienced teachers. A positive change is that we have an intensive reading intervention support program, where students reading below grade level are receiving small group reading intervention. We are fortunate to provide a variety of enrichment programs, such as music, Creative Expressions, PE, library, and gardening to all our students this year. Every year, we face a budget reduction and we need more financial support so programs can continue. We also need a stronger parent group to support with on-site responsibilities and funding.

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.2%	10.9%	27.4%	0.6%	2.4%	14.5%	95.4%	50.6%	0.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.8%	3.6%	47.6%	0.8%	0.2%	0.2%	93.6%	9.7%	86.9%

**1B: GOALS & IDENTIFIED NEEDS**

**LCAP Goal 1: All students graduate college, career, and community ready.**

<b>School Goal:</b>	By May 2024, 55% of our students will be proficient/exceeding in ELA and 40% will be proficient/exceeding in Math iReady Diagnostics
<b>Identified School Need:</b>	Funding to continue before and after school tutoring, teaching materials and supplies, community resources (i.e health services, classes for parents/adults, language supports, family resource center, technology support), counselors/social workers

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	41.4%	not available until fall 2024	not available until fall 2025	51.4%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	71.9%	not available until fall 2024	not available until fall 2025	81.9%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	59.7%	not available until fall 2024	not available until fall 2025	69.7%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-34.3	not available until fall 2024	not available until fall 2025	-24.3
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.4%	not available until fall 2024	not available until fall 2025	72.4%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-46.7	not available until fall 2024	not available until fall 2025	-36.7
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	20.3%	not available until fall 2024	not available until fall 2025	30.3%
California Science Test (CAST) Standard Met or Exceeded	All Students	30.4%	not available until fall 2024	not available until fall 2025	40.4%



**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May 2024, 40% of our ELL students will be proficient/exceeding in ELA and 35% will be proficient/exceeding in Math iReady Diagnostics
<b>Identified School Need:</b>	Funding to continue before and after school tutoring, teaching materials and supplies, community resources (i.e health services, classes for parents/adults, language supports, family resource center, technology support), counselors/social workers, newcomer teacher and newcomer instructional aide, translation

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-106.3	not available until fall 2024	not available until fall 2025	-96.3
SBAC ELA Distance from Standard Met	English Learners	-71.9	not available until fall 2024	not available until fall 2025	-61.9
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	65.4%	not available until fall 2024	not available until fall 2025	55.4%
SBAC Math Distance from Standard Met	Special Education Students	-84.1	not available until fall 2024	not available until fall 2025	-74.1
SBAC Math Distance from Standard Met	English Learners	-78.0	not available until fall 2024	not available until fall 2025	-68.0

**Reclassification Measures & Targets**

*\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.6%	not available until fall 2024	not available until fall 2025	27.6%
LTEL Reclassification	Long-Term English Learners	33.3%	not available until fall 2024	not available until fall 2025	43.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Goal:</b>	By May 2024, student to School Connectedness will improve by 10 percentage points				
<b>Identified School Need:</b>	Funding to continue before and after school tutoring, teaching materials and supplies, community resources (i.e health services, classes for parents/adults, language supports, family resource center, technology support), counselors/social workers, community school manager				
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
Student Connectedness to School	All Students	75.7%	not available until fall 2024	not available until fall 2025	85.7%
Out-of-School Suspensions	All Students	1.1%	not available until fall 2024	not available until fall 2025	0.5%
Out-of-School Suspensions	African American Students	4.7%	not available until fall 2024	not available until fall 2025	2.4%
Out-of-School Suspensions	Special Education Students	2.3%	not available until fall 2024	not available until fall 2025	1.2%
Chronic Absenteeism	All Students	53.8%	not available until fall 2024	not available until fall 2025	43.8%
Chronic Absenteeism	African American Students	71.7%	not available until fall 2024	not available until fall 2025	61.7%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>					
<b>School Goal:</b>	Maintain a Staff Retention Rate of at least 90%				
<b>Identified School Need:</b>	Funding to continue the purchase of supplies to support instruction, provide professional learning and extended contracts, hiring of staff to support Tier 2 and Tier 3 student needs				
<b>Measure</b>	<b>Target Staff Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
One-Year School Teacher Retention Rate	All Teachers	85.6%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>By May 2024, 55% of our students will be proficient/exceeding in ELA and 40% will be proficient/exceeding in Math iReady Diagnostics</i>	<p>We show strong i-Ready Growth across grade levels. Currently, our iReady Reading 2023-2024 Proficiency Growth (BOY to MidYear)</p> <p>1st Grade: + 14%            2nd Grade: + 15%            3rd Grade: + 14%            4th Grade: +12%            5th Grade: + 13%</p> <p>iReady Math 2023-2024 Proficiency Growth (BOY to MidYear)</p> <p>1st Grade: + 8%            2nd Grade: + 20%            3rd Grade: + 10%            4th Grade: +12%            5th Grade: + 17%</p> <p>Our growth is due to experienced staff and teachers who are devoted to student education, Newcomer interventions and support, Intervention in the form of SIPPS, Tutor the Tiger, HOOT, Math Tutoring , small reading groups across all grade levels, well resourced library and Librarian, differentiated phonics instruction by Early Literacy Tutors, building a culture of love of reading, take books home program , SORA library reading program, student incentives for academic performance and fieldtrips that align with curriculum.</p>
LCAP Goal 2:	<i>By May 2024, 40% of our ELL students will be proficient/exceeding in ELA and 35% will be proficient/exceeding in Math iReady Diagnostics</i>	<p>Experienced staff and teachers who are devoted to student education, Newcomer interventions and support (i.e. newcomer teacher/aide), Literacy intervention in the form of SIPPS, Tutor the Tiger, HOOT, Small reading groups across all grade levels, After school mentors, DELD Professional Development, and Early Literacy Tutors are contributing to student success.</p>

<i>LCAP Goal 3:</i>	<i>By May 2024, student to School Connectedness will improve by 10 percentage points</i>	<p>Communication with families has increased with the use of Parent Square. Enrichment programs like gardening, coding, Creative Expressions, PE and music engages the whole child, meets multiple modalities of learning, and increases motivation to attend school. Our experienced staff has strong relationships with families, which has only increased with the use of Parent Square.</p> <p>After school events such as Back-to-School Night, BBQ, Winterwonderland, Literacy Nights, STEM/Engineering Night, Science Fair, Game Night, Fall Fest, 5th Grade Promotion, Oratorical Festival, Music Concerts, Golden Tiger Awards, Spirit Weeks, Open House, College &amp; Career Awareness has increased student connectedness to school.</p>
<i>LCAP Goal 4:</i>	<i>Maintain a Staff Retention Rate of at least 90%</i>	<p>Strong supports for teachers like differentiated SIPPS groups, experienced support staff, funding for enrichment programs and school supplies makes Franklin a place where teachers want to stay. We also have a strong professional and personal work culture, which is supported by inviting warm, collegial interactions and wellness (breakfasts, lunches, team building). We have strong leadership devoted to staff culture and wellness. We have opportunities to grow as professionals, including differentiated professional development, targeted observations and feedback, and observations of other teachers.</p>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1:</i>	<i>By May 2024, 55% of our students will be proficient/exceeding in ELA and 40% will be proficient/exceeding in Math iReady Diagnostics</i>	<p>Overall, our iReady data shows that the majority of Franklin students are not performing at grade level. iReady Reading: 66% of students not reading at grade level iReady Math: 78% of students not performing at grade level</p> <p>Likely factors include not enough affordable access to pre-school, so students enter kindergarten already "behind," not enough funding for high-level math and literacy intervention for all the students who need it, not enough support for our rapidly growing Newcomer population.</p>
<i>LCAP Goal 2:</i>	<i>By May 2024, 40% of our ELL students will be proficient/exceeding in ELA and 35% will be proficient/exceeding in Math iReady Diagnostics</i>	<p>Our Newcomer population now makes up 30% of all of our ELLs, with a majority in their very first year and it is unrealistic that they would make enough progress to be at proficient/exceeding in math and ELA. With students performing on a wide spectrum, it is difficult to differentiate language needs effectively for all students. There is not enough support for intervention to meet the needs of our students.</p>

<i>LCAP Goal 3:</i>	<i>By May 2024, student to School Connectedness will improve by 10 percentage points</i>	Chronic absenteeism and not enough one-on-one support or intervention is a challenge to student success. We do not have enough staffing to create robust programs at school to support connectedness with students and families. We have been especially challenged to support the chronic absenteeism for Multiracial Students based on the impact of pandemic school closures.
<i>LCAP Goal 4:</i>	<i>Maintain a Staff Retention Rate of at least 90%</i>	California has historically underfunded schools, which has led to difficult teaching conditions. OUSD is required to balance their budget, leading to further cuts at the site level. Coverage for IEP meetings or assessment for SpEd classrooms is highly limited, leading to increasingly difficult teaching and learning environments. Higher salaries for all staff, smaller class sizes, increased staffing at school sites, and more support for Special Education programs would increase staff retention.

<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	Multiracial Students	71.4%	not available until fall 2024	not available until fall 2025	47.3%

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Franklin Elementary School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

Implementation includes a reading intervention program where students receive differentiated phonics and small group reading instruction. Implementation also include morning circles, family engagement meetings, and monthly assemblies. We have successfully implemented the 4 Bs (Be Safe, Be Respectful, Be Kind, Be Responsible) sitewide using our Tiger Paws system. We have a strong COST team, STARS clinicians, social worker, and attendance team.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

The reading intervention program is effective. Many of our students have shown reading growth as measured from iReady diagnostics, SRIs, or F&P reading assessments. Our culture and climate has also been improved through the leadership of our Culture and Climate Team, social worker, COST Team, and family liaisons.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

Implement individual recognition for academic growth and proficiency; continue schoolwide events/programs such as the Spelling Bee, Oratorical Festival, Student Council, enrichment, reading intervention and tutoring, develop more PBIS and RJ PDs; have discussions towards adopting SEL curriculum; increase teacher support through coaching, collaboration, and planning time; school environment to reflect learning (i.e Bulletin boards to display relevant student art/work); Ensure that classrooms have access to culturally relevant books. Develop strategies for creating equitable representation on Student Council.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Classified Extra Time: Translations	SBAC ELA Distance from Standard Met	Translations for family meetings & teacher/parent conferences	Classified staff provides translations for meetings. This is essential for parent-teacher communication. When translation is not present, it is not possible for teachers to communicate thoroughly with families and we see a drop in parent-teacher meetings scheduled. Additionally, we see an increase in parent participation in school events when translation is provided.	Based on this evaluation, we will continue to fund for translation support.
10-Month Classroom Teacher on Special Assignment (TSA)	Reading Inventory (RI) Growth of One Year or More	Provide reading and math intervention to small groups of students, monitor student success rates and modify our instruction as needed and regrouping students as needed, monitor SIPPS program including supervising the 6 Early Literacy Tutors who pull small SIPPS groups.	Working to support students who are performing a year or more below grade level. Franklin students show 1 to 2 years of academic growth according to iReady Diagnostic data	Continue with this expenditure. Our SIPPS and interventions are helping our students make the academic gains they need
Instructional Aide, Bilingual	ELL Reclassification	Provide ELD and early literacy intervention to our rapidly growing Newcomer population. Provide Chinese and Vietnamese translation for staff and families.	The basic English skills intervention work to help students achieve grade level standards is instrumental in helping students acquire English. We have seen an increase of 7.3% in ELs performing proficiently on our ELA iReady Diagnostic when comparing Fall and Winter results.	It is very important for the program to continue so that Newcomer students receive differentiated support as soon as they enter our school. This helps ensure their success in the mainstream classroom.



Attendance Specialist	Chronic Absenteeism	Provide support to families to ensure regular attendance, monitor student attendance and tardies. Create plans for students with chronic absences and how to improve it.	Working to effectively monitor student attendance and family needs. Chronic Absenteeism has decreased by 4.1% between February 2023 and August 2022.	We will continue this expenditure. The attendance clerk's role is essential in making sure our students attend school regularly
Student Incentives	Student Connectedness to School	Encourage students to perform at their highest ability	Students enjoy earning incentives and recognition for their hard work. Based on teacher observation, students have an increased feeling of connectedness to school and Chronic Absenteeism has decreased by 4.1% between February 2023 and August 2022.	We will continue this expenditure to support the social emotional growth of our students.
Field Trips	Student Connectedness to School	Fieldtrips give students an opportunity to connect with ideas, places, experiences that they might not to experience otherwise	These field trips connect students to curriculum and content. We show strong i-Ready Growth across grade levels.	We will continue to give our students access to experiences to increase their understand of curriculum, increase vocabulary, etc.
Instructional Supplies	SBAC Math Distance from Standard Met	These supplies help students better interact with the curriculum	These supplies let the kids have a more hands on experience when in the classroom. We have seen an increase of 7.3% in ELs performing proficiently on our ELA iReady Diagnostic when comparing Fall and Winter results.	Instructional supplies will always help students make growth in all areas of the curriculum.

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Franklin Elementary School

**SCHOOL ID:** 116

**3: SCHOOL STRATEGIES & ACTIONS**

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

**LCAP Goal 1: All students graduate college, career, and community ready.**

**School Goal:**

By May 2024, 55% of our students will be proficient/exceeding in ELA and 40% will be proficient/exceeding in Math iReady Diagnostics

**Identified Need:**

Funding to continue before and after school tutoring, teaching materials and supplies, community resources (i.e health services, classes for parents/adults, language supports, family resource center, technology support), counselors/social workers

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	All Students	Academic	Tier 1 - Universal
1-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets monthly to plan responsive Professional Development. Additional ILT meetings will be scheduled as needed.	All Students	Academic	Tier 1 - Universal
1-3	Teachers will implement daily math facts instruction. Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task.	All Students	Academic	Tier 1 - Universal

1-4	<p>Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction. Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.</p> <p>Teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level." Lessons will be standards based and students will show growth in iReady Math Diagnostic Data, alignment of lessons between classes in the same grade level</p>	All Students	Academic	Tier 1 - Universal
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May 2024, 40% of our ELL students will be proficient/exceeding in ELA and 35% will be proficient/exceeding in Math iReady Diagnostics			
<b>Identified Need:</b>	Funding to continue before and after school tutoring, teaching materials and supplies, community resources (i.e health services, classes for parents/adults, language supports, family resource center, technology support), counselors/social workers, newcomer teacher and newcomer instructional aide, translation			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Utilize anchor charts to support language conventions and academic instruction. Students will utilize anchor charts during academic lessons and independent work. Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task.	English Learners	Academic	Tier 2 - Supplemental
2-2	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners. Teachers are consistently providing small group instruction for English Language Learners.	English Learners	Academic	Tier 2 - Supplemental

2-3	Newcomer teacher will provide daily targeted support for all Tier 1 newcomer and ELL students. Ongoing PD support for Newcomer teacher and paraeducator; participation in OUSD-wide Newcomer PLC and PD Budgeting for newcomer teacher and paraeducator; assigning newcomer classroom; researching and joining newcomer PD groups	English Learners	Academic	Tier 2 - Supplemental
2-4	Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	English Learners	Academic	Tier 2 - Supplemental

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Goal:</b>		By May 2024, student to School Connectedness will improve by 10 percentage points		
<b>Identified Need:</b>		Funding to continue before and after school tutoring, teaching materials and supplies, community resources (i.e health services, classes for parents/adults, language supports, family resource center, technology support), counselors/social workers, community school manager		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Restorative Justice practices will be employed across all classrooms. Students will be offered regular counseling and SEL support through staff and on-site social worker.	All Students	SEL / Mental Health	Tier 3 - Intensified
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 sport. PE teacher coordinates Junior coaches program to develop leadership skills for upper grade students. Teacher led conflict management training.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	All Students	SEL / Mental Health	Tier 1 - Universal

3-4	Attendance Clerk to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance.	All Students	Academic	Tier 2 - Supplemental
3-5	Attendance Clerk to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance.	Multiracial Students	Academic	Tier 2 - Supplemental

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

**School Goal:** Maintain a Staff Retention Rate of at least 90%

**Identified Need:** Funding to continue the purchase of supplies to support instruction, provide professional learning and extended contracts, hiring of staff to support Tier 2 and Tier 3 student needs

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Peer observations, data driven PLCs	All Students	Academic	Tier 2 - Supplemental
4-2	Schedule and hire staffing to make it possible to teach in small groups	All Students	Academic	Tier 2 - Supplemental
4-3	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	All Students	Academic	Tier 1 - Universal
4-4	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	All Students	Academic	Tier 1 - Universal

<b>CONDITIONS FOR BLACK STUDENTS</b> <a href="#"><i>Instructions &amp; resources</i></a>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Building and support of strong, culturally relevant school culture	African American	Academic	Tier 1 - Universal
5-2	Student learning reflecting culturally relevant texts and assignments, school environment to highlight achievements and contributions from Black communities	African American	Academic	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <a href="#"><i>Stages of ELD Implementation Self-Assessment</i></a>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Newcomer Teacher, Instructional Aide, Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Instruction: Integrated and Designated ELD taught in all classrooms TK-5.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5622 - Rentals - Equipment	\$3,150	LCFF Discretionary	5622	Rentals: Equipment	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-1
5610 - Equip Maintenance & Repairs	\$6,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-2
4310 - Materials and Supplies	\$15,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Growth of One Year or More	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets monthly to plan responsive Professional Development. Additional ILT meetings will be scheduled as needed.	116-3
1122 - Teachers Salaries Extra Comp	\$1,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets monthly to plan responsive Professional Development. Additional ILT meetings will be scheduled as needed.	116-4

PROPOSED 2024-25 SCHOOL SITE BUDGET

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School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1150 - Teachers Substitutes	\$1,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Growth of One Year or More	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	116-5
5826 - Field Trip Transportation	\$5,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Building and support of strong, culturally relevant school culture	116-6
4399 - Unallocated	\$11,788	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	116-7
Noon Supervisor	\$12,857	LCFF Supplemental	2905	Other Classified Salaries	8328	Noon Supervisor	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-8
Noon Supervisor	\$13,035	LCFF Supplemental	2905	Other Classified Salaries	4176	Noon Supervisor	0.29	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-9



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$13,195	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7613	10-Month Classroom Teacher on Special Assignment (TSA)	0.1	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Reading Inventory (RI) Growth of One Year or More	Instruction: Integrated and Designated ELD taught in all classrooms TK-5.	116-10
4310 - Materials and Supplies	\$13,229	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	116-11
2925 - Otherclass Salaries Overtime	\$18,000	LCFF Supplemental	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-12
Teacher STIP	\$22,967	LCFF Supplemental	1105	Certificated Teachers' Salaries	6258	STIP Teacher	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Peer observations, data driven PLCs	116-13
5825 - Consultants	\$42,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-14

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Attendance Specialist Bil	\$76,611	LCFF Supplemental	2205	Classified Support Salaries	New	Attendance Specialist, Bilingual	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Attendance Clerk to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance.	116-15
Teacher Education Enhancement	\$82,519	LCFF Supplemental	1105	Certificated Teachers' Salaries	4209	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.7	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-16
4310 - Materials and Supplies	\$963	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets monthly to plan responsive Professional Development. Additional ILT meetings will be scheduled as needed.	116-17
TSA Classroom 10Mos	\$26,389	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7613	10-Month Classroom Teacher on Special Assignment (TSA)	0.2	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners. Teachers are consistently providing small group instruction for English Language Learners.	116-18
IA Bilingual	\$65,388	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	1285	Instructional Aide, Bilingual	0.8	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	ELL Reclassification	Newcomer Teacher, Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	116-19

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$68,900	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6258	STIP Teacher	0.75	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction. Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.  Teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level." Lessons will be standards based and students will show growth in iReady Math Diagnostic Data, alignment of lessons between classes in the same grade level	116-20
2422 - Clerical Salaries Extra Comp	\$4,490	Title I, Part A Parent & Family Engagement	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-21
1120 - Teachers Salaries Stipends	\$4,225	Title IV, Part A Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction. Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.  Teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level." Lessons will be standards based and students will show growth in iReady Math Diagnostic Data, alignment of lessons between classes in the same grade level	116-22

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$7,000	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	116-23
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-24
5100 - Subagreements For Services	\$161,536	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	116-25
4200 - Books-other Than Textbooks	\$5,259	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Student learning reflecting culturally relevant texts and assignments, school environment to highlight achievements and contributions from Black communities	116-26
7310 - Indirect Cost 3.89%	\$5,713	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily math facts instruction. Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task.	116-27
TSA Classroom 10Mos	\$6,597	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7613	10-Month Classroom Teacher on Special Assignment (TSA)	0.05	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	116-28

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$135,017	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	1159	10-Month Classroom Teacher on Special Assignment (TSA)	0.8	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	116-29
1122 - Teachers Salaries Extra Comp	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	116-30
5820 - Bart & Bus Passes	\$3,401	California Community Schools Partnership Program	5820	Bus Passes	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-31
TSA Classroom 10Mos	\$19,792	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	7613	10-Month Classroom Teacher on Special Assignment (TSA)	0.15	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will implement daily math facts instruction. Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task.	116-32
Attendance Specialist	\$38,138	California Community Schools Partnership Program	2205	Classified Support Salaries	1246	Attendance Specialist	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Attendance Clerk to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance.	116-33
Program Mgr Community School	\$93,750	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9317	12-Month Community School Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Building and support of strong, culturally relevant school culture	116-34

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Social Worker	\$114,919	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9111	Social Worker	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Restorative Justice practices will be employed across all classrooms. Students will be offered regular counseling and SEL support through staff and on-site social worker.	116-35
4310 - Materials and Supplies	\$2,501	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	116-36
Teacher Education Enhancement	\$88,343	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	3584	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.55	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	116-37
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-38
Teacher Librarian	\$114,500	Measure G, Library Support	1205	Certificated Pupil Support Salaries	7729	Librarian	0.7	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	116-39



## **School-Parent Compact**

### **Franklin 2023-24**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2022-23 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

**1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

- Focusing on 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

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

Franklin Elementary will hold parent-teacher conferences in October 2023. Additional parent-teacher conferences will be held when needed.

**3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- Parent conferences in October

- Additional parent conferences as needed
- Review of scores from district tests via parent-teacher conferences, as needed
- Intervention parent conferences, as needed
- SSTs
- Award/Achievement Ceremonies

**4) Provide parents reasonable access to staff.**

- Monthly School Site Council (SSC) meetings
- School Study Team (SST) meetings, as needed
- Parent Conferences, as needed
- Schedule appointments as needed

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- Parent Leadership Team
- School Assemblies or Events
- Classroom Volunteers
- School Volunteers

**6) Provide parents with materials and training to help them improve the academic achievement of their children.**

- Use of Title 1 parents' funds to purchase supplemental academic materials in English and other languages to support parents in assisting their child
- Provide a series of parent workshops in reading, math, and SEL techniques for working with the child at home

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Providing Professional Development by district staff and/or contracted consultants with expertise in this area
- Provide resources to become informed via books, articles, related websites
- Increase staffing to include a Community Schools Manager and Social Worker



**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- Weekly messages from the principal
- Weekly message from teachers
- Messaging through Parent Square and other newsletters

**Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Monitor daily attendance
- Make sure daily homework is completed
- Assure that child is getting adequate sleep and eating a healthy diet
- Attend Back-to-School Night, Parent-Teacher Conferences, Open House and other school events
- Check in the school office when visiting the classroom/school
- Pick children up from school on-time
- Bring children to school on-time
- Make sure peanut related foods are not brought to school

**Teacher Responsibilities**

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Weekly communication with families

**Student Responsibilities**

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- Follow school rules
- Be responsible for my own behavior

This Compact was adopted by Franklin Elementary on August 9, 2024, and will be in effect for the period of August 7, 2023 to May 25, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2023.

**Principal's Name**

**Signature of Principal**

**Date**

Lusa Lai

*Lusa Lai*

*August 9, 2023*



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **Title I, Part A School Parent and Family Engagement Policy**

*All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.*

### **Franklin Elementary 2023-2024**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Presentation by staff at Annual Back-to-School Night, School Orientation, and Weekly Family message from principal
- Parent/Teacher Conferences
- Provides materials and training to help Title 1 Program Parents work independently with their children to improve their children's academic achievement.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Back-to-School Night
- School Site Council Meetings
- Parent/Teacher Conferences
- Open House
- Walk-a-Thon
- Festivals

- Winter and Spring Concerts

**OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Provides parents of Title 1 students with opportunities for regular meetings to participate in decisions relating to the education of their children.
- Regular messaging to families from teachers

The school communicates to families about the school's Title I, Part A programs by:

- Annual Title 1 Meeting
- Monthly School Site Council Meetings
- School Newsletters/Flyers, School Messengers
- Providing dates/times of district trainings pertaining to Title 1 programs

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Presentation by teachers at Annual Back-to-School Night and Orientation
- Parent/Teacher conferences
- Provide student test results and training for understanding of test scores
- Messages and updates from principal

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Providing written and oral translations whenever possible
- School newsletters/flyers, Parent Square

- Posters posted outside the red gate

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Providing information on how to register with OUSD for clearance to volunteer at the school site
- Polling teachers on their volunteer needs and then informing parents
- Parent Teacher Association

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Use of Title 1 parents' funds to purchase supplemental academic materials in English and other languages to support parents in assisting their children
- Provide a series of parent workshops in reading, math, and techniques for working with the child at home

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Provide resources to become informed via books, articles, related websites

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Regular Coffee Time with administrators
- Parent/teacher learning sessions to inform what is being taught in the classroom and how parents/guardians can inform

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Ongoing/monthly invitations/announcements to attend SSC and SELLS meetings
- Parent Square, Flyers, Bulletin Boards

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing activities that are physically and verbally accessible
- Workshops/Training opportunities with topics suggested by parents and school personnel that support Franklin’s Title 1 program

The school provides support for parent and family engagement activities requested by parents by:

- Ongoing meet and greet community gatherings
- Family engagement activity nights
- SSC

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- ILT
- SIPPS Coordinator
- SSC

If a Title I SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on the school plan for student achievement (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was jointly developed and adopted by Franklin on August 9, 2023 and will be in effect for the period August 7, 2023 through May 23, 2024.

**The school will distribute this policy to all parents on or before September 30, of the current school year.**

**Name of Principal**  
**Lusa Lai**

**Signature of Principal**  
*Lusa Lai*

**Date August 9, 2023**

*Please attach the School-Parent Compact to this document.*



## Franklin ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2023-2024**

### SSC - Officers

<b>Chairperson:</b>	Lydia Alexandre
<b>Vice Chairperson:</b>	Richard Cuthrell
<b>Secretary:</b>	Kacie Stratton

### SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Lusa Lai	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Richard Cuthrell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Douglas, Christine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Lam, Lisa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Vincent Yu	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Teresa Cao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
David Li-Bland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Sue Getreur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Kacie Stratton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Lydia Alexandre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	2nd Tuesday @ 3:45 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

