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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Franklin Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Franklin Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Franklin Elementary School

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Franklin Elementary School

Site Number: 116

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

- Title I Schoolwide Program
 Comprehensive Support & Improvement (CSI) Grant
 Additional Targeted Support & Improvement
 Title I Targeted Assistance Program
 Local Control Funding Formula Equity Multiplier
 Targeted Support & Improvement

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

Date(s) plan was approved: 4/14/2026

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
Principal

Lusa Lai
Signature

4/14/2026
Date

Devonyei Alexander
SSC Chairperson

Devonyei Alexander
Signature

4/14/26
Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines
Network Superintendent

Leroy Gaines
Signature

04/17/2026
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

4/17/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/9/2025	SSC	
	ILT	Reflected on progress and challenges, Reviewed data and identified school needs, Reviewed SPSA goals a
3/3/2026	Other	Reflected on progress and challenges, Reviewed SPSA goals and strategies, Reflected on instructional prac
3/10/2026	SSC	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections
4/14/2026	SSC	

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$249,760
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$936,960

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$245,300
Title I Parent & Family Engagement Resource 3010	\$4,460
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$249,760

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$936,960

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$44,600
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$188,979
Community Schools Grant (CCSPP) Resource 6332	\$202,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$101,121
SUBTOTAL OF STATE & LOCAL FUNDING:	\$687,200

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Franklin Elementary School		School ID: 116
CDS Code: 1612596001820	SSC Approval Date:	Board Approval Date: 6/24/2026

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.

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 either small group reading intervention or 1:1 tutoring. We are fortunate to provide a variety of enrichment programs, such as music, art, 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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.1%	11.0%	37.9%	0.4%	6.2%	18.0%	97.2%	42.3%	1.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.9%	3.0%	36.5%	0.8%	0.4%	0.8%	95.8%	19.2%	80.8%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	41.4%	38.3%	55.3%	51%	56%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	71.9%	62.3%	61.8%	82%	82%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	59.7%	56.9%	52.6%	70%	75%
English Language Arts Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-34.3	-39.1	-55.1	-24.30	-40.0
SBAC ELA Participation	All Students	94.7%	92.2%	93.9%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.4%	63.7%	58.9%	52.8%	60.0%
Mathematics/Science Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	-46.7	-58.6	-66.7	-36.7	-60.0
SBAC Math Participation	All Students	86.5%	86.5%	93.5%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	30.4%	29.1%	22.5%	40.4%	25.0%
California Science Test (CAST) Participation	All Students	91.9%	90.8%	93.0%	95.0%	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-106.3	-100.6	-80.1	-24.3	-75.0
SBAC ELA Distance from Standard Met	English Learners	-71.9	-88.6	-106.6	-61.9	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	65.4%	59.0%	59.4%	70.4%	55.0%
SBAC Math Distance from Standard Met	Special Education Students	-84.1	-79.5	-48.8	-36.7	-80.0
SBAC Math Distance from Standard Met	English Learners	-78.0	-92.1	-105.4	-68.0	-85.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	17.6%	12.1%	11.2%	27.6%	15.0%
LTEL Reclassification	Long-Term English Learners	33.3%	16.7%	33.3%	43.0%	40.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	75.7%	81.7%	76.2%	85.7%	80.0%
Out-of-School Suspensions	All Students	1.1%	1.3%	1.7%	0.5%	1.0%
Out-of-School Suspensions	African American Students	4.7%	2.9%	3.8%	2.4%	3.0%
Out-of-School Suspensions	Special Education Students	2.3%	2.0%	1.8%	1.2%	1.5%
Chronic Absenteeism	All Students	53.8%	30.6%	31.2%	43.8%	25.0%
Chronic Absenteeism	African American Students	71.7%	50.0%	54.0%	61.7%	45.0%

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

School Goal:	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified School Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	85.6%	85.7%	85.3%	90.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<p>We have strong professional development cycles that intentionally connect classroom observations and feedback with targeted PD content. Our growth is driven by an experienced and dedicated teachers, TSAs, and administrator, who are deeply committed to student learning.</p> <p>Key supports include targeted Newcomer interventions; structured literacy intervention through programs such as Tutor the Tiger, additional preps and ET/OT for teachers to prepare and plan, Open Literacy, UFLI, math tutoring, and small reading groups across all grade levels. Students also benefit from a well-resourced library and an outstanding librarian, differentiated phonics instruction provided by Early Literacy Tutors and instructional aides, and a strong culture that fosters a love of reading.</p> <p>Additional supports include our Take-Books-Home program, the SORA digital library, Imagine Learning, Always Dream, academic performance incentives, and field trips intentionally aligned to the curriculum.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>We have strong professional development cycles that intentionally connect classroom observations and feedback with targeted PD content. Our growth is driven by an experienced and dedicated teachers, TSAs, and administrator, who are deeply committed to student learning.</p> <p>Key supports include targeted Newcomer interventions; structured literacy intervention through programs such as Tutor the Tiger, additional preps and ET/OT for teachers to prepare and plan, Open Literacy, UFLI, math tutoring, and small reading groups across all grade levels. Students also benefit from a well-resourced library and an outstanding librarian, differentiated phonics instruction provided by Early Literacy Tutors and instructional aides, and a strong culture that fosters a love of reading.</p> <p>Additional supports include our Take-Books-Home program, STEM enrichment, the SORA digital library, Imagine Learning, Always Dream, academic performance incentives, and field trips intentionally aligned to the curriculum.</p>

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Communication with families has strengthened through consistent use of ParentSquare and the intentional provision of translation services, ensuring greater access and inclusivity. Our experienced staff continue to build strong relationships with families, and these connections have deepened with improved two-way communication tools. Our social worker, CSM, attendance specialists, partnership with Lincoln, RO Health, and other SpEd agencies have been crucial in keeping annual suspension rates low and in our reduction of chronic absenteeism.</p> <p>Enrichment programs such as gardening, coding, art, PE, and music support the whole child, engage multiple learning modalities, and increase student motivation to attend school.</p> <p>After-school and community events — including Back-to-School Night, our community BBQ, Winter Wonderland, Literacy Nights, STEM/Engineering Night, the Science Fair, Game Night, Fall Fest, 5th Grade Promotion, the Oratorical Festival, music concerts, Golden Tiger Awards, Spirit Weeks, Open House, and College & Career Awareness events with additional translation as needed by parents — have further strengthened students' sense of belonging and connectedness to school.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>We have strong professional development cycles that intentionally connect classroom observations and feedback with targeted PD content. Our growth is driven by an experienced and dedicated teachers, TSAs, and administrator, who are deeply committed to student learning.</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>Several factors likely contribute to our current challenges. Many students enter kindergarten already behind due to limited access to affordable, high-quality preschool. We also lack sufficient funding to provide intensive, high-level math and literacy interventions for all students who need them, as well as adequate support for our rapidly growing Newcomer and SpEd population. In addition, many families do not have the resources to consistently support reading at home.</p> <p>At the district level, essential positions are often funded through grants, creating uncertainty about whether programs can be sustained year after year. Critical roles — including assistant principals and paraeducators — are not fully funded, leaving schools consistently understaffed. Staff absences further compound these challenges and significantly impact daily operations and student support. Additionally, we do not have clear or consistent absence plans for paraeducators or TSAs, CSMs, Early Literacy Tutors, and Social Workers, which creates gaps in services and disrupts instructional continuity when they are out.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Though we have made great strides in improving our African American attendance, 14% of our African American population remain chronically absent.</p> <p>Our Newcomer population now makes up ___ 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>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p><i>Families of chronically absent students remain difficult to reach, local crime impacts student and family ability to walk to school, not enough counselors to support students with challenging behaviors, home supports for parents lacking, not enough programs to educate parents on how to support their students while at school. Uncertainty of federal immigration laws have negatively impacted our student attendance.</i></p> <p><i>We'd like to explore increasing attendance through more attendance celebrations.</i></p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	<p>This year, we received a \$50,000 grant to provide teacher release time for collaborative planning and to host parent workshops. However, this funding will not be renewed for the 2026–2027 school year, creating uncertainty about our ability to sustain these efforts.</p> <p>We have also used supplemental funds to support critical needs, such as extra time to teachers, overtime for classified staff, field trip transportation, and instructional materials and supplies. Despite these investments, we still do not have sufficient staffing. More broadly, current staffing levels are not enough to fully meet the social-emotional and academic needs of all our students.</p>
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Franklin Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 strong Tier 1 instruction that is aligned to our PD cycles of inquiry. We also provide a structured reading intervention program in which students all students not performing at grade level receive differentiated phonics instruction or targeted small-group reading support. Our approach also incorporates daily morning circles, family engagement meetings, family workshops, and monthly assemblies to strengthen community and connection.

We have successfully implemented our schoolwide 4 Bs—Be Safe, Be Respectful, Be Kind, and Be Responsible—through our Tiger Paws recognition system. In addition, we are supported by a strong COST team, Lincoln clinicians, a dedicated social worker, and an active attendance team to ensure students' academic, social-emotional, and behavioral needs are met.

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

The reading intervention program has proven effective, with many students demonstrating measurable reading growth as indicated by i-Ready diagnostics, DIBELS assessment data, and formative, teacher-generated assessments. This growth is also attributed to strong Tier 1 core instruction, ensuring that all students receive high-quality, standards-aligned literacy instruction in the classroom.

In addition, our school culture and climate have continued to improve through the collaborative leadership of the 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.

Continue strengthening Tier 1, Tier 2, and Tier 3 instructional programs to ensure all students receive targeted and effective support. Maintain the practice of aligning professional development with teacher observations and feedback to ensure responsive, job-embedded learning.

Implement individual recognition systems to celebrate academic growth and proficiency. Continue schoolwide events and programs such as the Spelling Bee, Oratorical Festival, Student Council, enrichment opportunities, reading intervention, and tutoring. Expand PBIS and restorative justice professional development and engage in discussions toward adopting a comprehensive SEL curriculum. Increase teacher support through coaching, structured collaboration, and dedicated planning time.

Enhance the school environment so it reflects student learning, including bulletin boards that display relevant student work and art. Ensure classrooms have access to culturally relevant books and supplemental texts to support instructional units. Develop intentional strategies to promote equitable representation and voice on Student Council.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Translations for family meetings & teacher/parent conferences</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Classified staff provides translations for meetings.</p>	<p>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. 25% proficiency growth in 2024-2025 ELA iReady</p>	<p>Based on this evaluation, we will continue to fund for translation support.</p>

<p>PLC and PD</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>During after-school collaborative planning and professional development time, teachers will work together to analyze student data, plan and refine lessons, and share instructional strategies. They will engage in focused discussions on curriculum alignment, differentiation, and interventions, as well as participate in targeted professional development sessions that address classroom needs and school priorities. This time also provides opportunities for teachers to collaborate on assessments, review student progress, and develop action plans to support academic growth and social-emotional learning for all students.</p>	<p>This collaboration is essential for data-driven instruction. By analyzing data and refining lessons, teachers provide targeted interventions that resulted in the 25% proficiency growth in 2024-2025 ELA i-Ready. This time allows for curriculum alignment that addresses specific classroom needs.</p>	<p>We will continue this practice to continue building on our students' academic growth</p>
<p>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</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>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 & tutoring programs</p>	<p>This is essential for students performing below grade level. These small groups allow for modified instruction and regrouping based on success rates, leading to 1 to 2 years of academic growth in i-Ready and DIBELS. This intensive support is a primary driver of the 25% proficiency growth in ELA.</p>	<p>Continue with this expenditure because our tutoring interventions are helping our students make the academic gains they need</p>

Instructional Aide	Reading Inventory (RI) Multiple Years Below Grade Level	Provide academic support for students not performing at grade level Provide push-in and intervention support to English Language Learners and Newcomer students	This targeted push-in support is essential for closing the achievement gap for Newcomers and ELs. By providing direct academic support at the point of instruction, this role helped drive the 25% proficiency growth in 2024-2025 ELA i-Ready. This support ensures students not at grade level receive the immediate intervention required to meet growth targets.	Based on this evaluation, we will continue to fund this expense.
Buses for Field trips	Reading Inventory (RI) Growth of One Year or More	Field trips provide students with meaningful, hands-on learning experiences that extend classroom instruction into real-world contexts.	This is essential for extending classroom instruction into practical applications. These experiences build the background knowledge and vocabulary necessary to achieve the 25% proficiency growth in 2024-2025 ELA i-Ready	Based on this evaluation, we will continue to fund for this expense.
Imagine Learning	ELL Reclassification	Supports newcomers with English Language Acquisition	This software is essential for the language development of English Language Learners (ELL). By providing specialized acquisition support, it directly enables students to access core content, contributing to the 25% proficiency growth in 2024-2025 ELA i-Ready.	Based on this evaluation, we will continue to fund for this expense.
Classroom Libraries	Reading Inventory (RI) Growth of One Year or More	Purchase and maintain high-interest, grade-level, and diverse classroom library collections.	Access to high-quality literature is essential for building reading stamina and fluency. This resource provides the daily practice necessary to achieve the 25% proficiency growth in 2024-2025 ELA i-Ready. When students have immediate access to books, we see a direct increase in independent reading levels.	Based on this evaluation, we will continue to fund classroom libraries to provide the tools necessary for literacy growth.

Translation devices	i-Ready Reading at or above Mid-Grade	Purchase and maintain portable translation devices for use during instructional time and school events.	These devices are essential for providing Newcomers and ELL students with real-time access to academic content and teacher instructions. By removing language barriers instantly, these tools facilitate the 25% proficiency growth in 2024-2025 ELA i-Ready.	Based on this evaluation, we will continue to fund translation technology to ensure equitable access to academic strategies.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Franklin Elementary School	SCHOOL ID: 116
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal: By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:
 -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY
 -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY
 -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp

Identified Need: Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 bi-weekly to plan responsive Professional Development.	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

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 			
Identified Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly 			
#	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 1
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 1
2-3	Newcomer teacher will provide daily targeted support for all N0 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

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
2-5	Tutor the Tiger, TSAs, and other staff to provide 1:1 and small group tutoring to students reading 1 or more years behind grade level	AA ELLs SpED All Students	Academic	Tier 2

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	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 1
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
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
3-4	Attendance Clerk, case manager, and social worker 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

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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
4-2	Schedule and hire staffing to make it possible to teach in small groups	All Students	Academic	Tier 2
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
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

CONDITIONS FOR BLACK STUDENTS

#	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
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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		ELL Progress Data		
#	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
6-2	Instruction: Integrated and Designated ELD taught in all classrooms TK-5.	English Learner Students	Academic	Tier 1

PROPOSED 2026-27 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement Art Teacher This funding source pays for the VAPA Prep teacher to be fulltime for all students at the school. All teachers will benefit from having a prep time. All students will receive visual and performing arts to expand their learning.	\$163,979	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Building and support of strong, culturally relevant school culture	116-1
Teacher Education Enhancement Art Teacher This funding source pays for the VAPA Prep teacher to be fulltime for all students at the school. All teachers will benefit from having a prep time. All students will receive visual and performing arts to expand their learning.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Building and support of strong, culturally relevant school culture	116-2
The teacher integrates art across cultural themes, ELA modules, and science units to deepen students' understanding of the curriculum. Through these connections, students engage in meaningful, creative expression that reinforces academic content while fostering a stronger appreciation of diverse cultures.	\$95,838	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	3584	Teacher Education Enhancement	0.60			Building and support of strong, culturally relevant school culture	116-3
Art supplies directly support instruction by providing students with hands-on opportunities to engage with and demonstrate their learning. Through drawing, painting, and creating, students can deepen their understanding of content across subjects, express their thinking in multiple ways, and actively participate in lessons that build creativity, fine motor skills, and conceptual understanding.	\$5,283	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Building and support of strong, culturally relevant school culture	116-4

PROPOSED 2026-27 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
Support with instructional enhancement through coaching, feedback and support to teachers Provide intervention supports to small groups of students Demo lessons Instructional Leadership Team Leader	\$6,800	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	11082	TSA 10Pay	0.05			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.	116-5
Social Worker-will case manage students and families with attendance challenges. Support mental health partnerships on site in collaboration with principal. Member of the COST team to support students accessing services needed. Will also support Tier 2 and 3 student needs, lead restorative practices, culture and climate	\$119,687	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9111	Social Worker	0.80			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.	116-6
Community School Manager-Support school wide student and family engagement events i.e. Fall Fest, Winter events, Walk A thon. Support with Culture and Climate and partnerships, to ensure access to basic needs and other resources. Member of the COST team, leading the attendance work on site and using data to align with priorities of the site.	\$48,754	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9317	Program Mgr Community School	0.25			Building and support of strong, culturally relevant school culture	116-7
Support lunch recess establishing structured play zone to support health peer relationships and age appropriate play. Provide real time feedback on safety while playing and reinforcing strong SEL Practices aligned with the school expectations.	\$13,546	California Community Schools Partnership Program	2905	Other Classified Salaries	9650	Noon Supervisor	0.30			Building and support of strong, culturally relevant school culture	116-8
Support lunch recess establishing structured play zone to support health peer relationships and age appropriate play. Provide real time feedback on safety while playing and reinforcing strong SEL Practices aligned with the school expectations.	\$13,713	California Community Schools Partnership Program	5825	Consultants			0.00			Building and support of strong, culturally relevant school culture	116-9

PROPOSED 2026-27 SCHOOL SITE BUDGET

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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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Contracts to EBAYC, Harbor House, Cantare, Always Dream to provide services that support student reading, math, and enrichment Family liaison to hold classes that support families in language acquisition, student support, and events that support strong family and school partnerships Extra time for staff to support before and after school tutoring in reading and math	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			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 bi-weekly to plan responsive Professional Development.	116-10
Contracts to EBAYC, Harbor House, Cantare, Always Dream to provide services that support student reading, math, and enrichment	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			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	116-11
Translation support for families during teacher/family conferences and for family events/meetings, support in family engagement because language can be a barrier, after school tutoring, testing	\$15,000	LCFF Supplemental	2422	Clerical Salaries: Extra Compensation			0.00			Tutor the Tiger, TSAs, and other staff to provide 1:1 and small group tutoring to students reading 1 or more years behind grade level	116-12
Supplies for classrooms that enhance academic and social emotional learning -books that teach SEL skills, journals, art supplies that support social emotional learning and healing	\$4,600	LCFF Supplemental	4310	School Office Supplies			0.00			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.	116-13

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Kids Cooking for Life - Support all 4th grade students, once a week through 50 minute cooking class to acquire skills to foster health social emotional learning and healthy habits. Buses for Field Trips - each grade level to have 1 field trip during the school year to increase learning experiences and support social emotional learning. EBAYC Mentor - Support daily lunch/recess block to ensure safety of students. Support in coordination of structured play to support strong SEL practices on the playground.	\$10,000	LCFF Supplemental	5825	Consultants			0.00			Building and support of strong, culturally relevant school culture	116-14
Buses for fieldtrips that enhance academic learning. This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$10,000	LCFF Supplemental	5826	External Work Order Services			0.00			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.	116-15
Admission for fieldtrips that enhance academic learning. This funding sources pays the admission of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$5,000	LCFF Supplemental	5829	Admission Fees			0.00			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.	116-16

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Support with instructional enhancement through coaching, feedback and support to teachers Provide intervention supports to small groups of students Demo lessons Instructional Leadership Team Leader	\$181,448	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10957	TSA 11Mon 12Pay	1.00			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.	116-17
Community School Manager-Support school wide student and family engagement events i.e. Fall Fest, Winter events, Walk A thon. Support with Culture and Climate and partnerships, to ensure access to basic needs and other resources. Member of the COST team, leading the attendance work on site and using data to align with priorities of the site.	\$146,262	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9317	Program Mgr Community School	0.75			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.	116-18
Support with instructional enhancement through coaching, feedback and support to teachers Provide intervention supports to small groups of students Demo lessons Instructional Leadership Team Leader	\$61,200	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	11082	TSA 10Pay	0.45			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 bi-weekly to plan responsive Professional Development.	116-19
Provide regular library instruction and time to all students TK-5, support teachers in literacy instruction	\$16,627	Literacy Coaches & Reading Specialists Grant	1205	Certificated Pupil Support Salaries	7729	Teacher Librarian	0.10			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.	116-20

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Support teachers with newcomer students, providing push-in and pull out support	\$64,765	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	1285	IA Bilingual	0.80			Newcomer teacher will provide daily targeted support for all NO 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	116-21
Supplies for classrooms that enhance academic and social emotional learning -books that teach SEL skills, journals, art supplies that support social emotional learning and healing	\$643	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies			0.00			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 bi-weekly to plan responsive Professional Development.	116-22
Support with instructional enhancement through coaching, feedback and support to teachers Provide intervention supports to small groups of students Demo lessons Instructional Leadership Team Leader	\$9,353	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			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.	116-23

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Staff to support in academic intervention, provide small group instructional intervention	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	8614	Early Literacy Reading Tutor	0.80			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 bi-weekly to plan responsive Professional Development.	116-24
Physical Education teacher 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.	\$137,974	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	4209	Teacher Education Enhancement	0.90			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.	116-25
Provide regular library instruction and time to all students TK-5, support teachers in literacy instruction	\$116,386	Measure G, Library Support	1205	Certificated Pupil Support Salaries	7729	Teacher Librarian	0.70			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.	116-26
Teacher Education Enhancement Art Teacher This funding source pays for the VAPA Prep teacher to be fulltime for all students at the school. All teachers will benefit from having a prep time. All students will receive visual and performing arts to expand their learning.	\$126,772	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10052	Teacher Education Enhancement	0.90			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.	116-27

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Translation for parent engagement events to remove barriers for parents to participate.	\$4,460	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-28
The EEIP teacher will allow more prep time for teachers to collaborate, observe and plan.	\$63,892	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3584	Teacher Education Enhancement	0.40		i-Ready Reading at or above Mid-Grade	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 bi-weekly to plan responsive Professional Development.	116-29
The EEIP teacher will allow more prep time for teachers to collaborate, observe and plan.	\$14,086	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10052	Teacher Education Enhancement	0.10		i-Ready Reading at or above Mid-Grade	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 bi-weekly to plan responsive Professional Development.	116-30
Extra time for teachers to collaborate, observe and plan.	\$20,121	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		i-Ready Reading at or above Mid-Grade	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	116-31



**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 2025-2026

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
- Family Workshops
- Night Events (Literacy Night, Winterwonderland, STEAM Night, etc.)

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 13, 2025 and will be in effect for the period August 13, 2025 through May 28, 2025.

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 13, 2025

Please attach the School-Parent Compact to this document.



School-Parent Compact

Franklin 2025-26

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.

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 2025. 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
- Family Workshops
- Volunteer Opportunities
- Family Resource Room

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 13, 2025, and will be in effect for the period of August 11, 2025 to May 31, 2026.

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, 2025.

Principal's Name

Signature of Principal

Date

Lusa Lai

Lusa Lai

August 13, 2025



Strategic Resource Planning (SRP)

Franklin ELEMENTARY SCHOOL
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Devonyei [REDACTED]
Vice Chairperson:	Sue [REDACTED]
Secretary:	Nicole [REDACTED]

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"/>	n/a
Richard Cuthrell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Christine Douglas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Lisa Lam	<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
Sue [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Devonyei [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Nicole [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Fernanda [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sophie [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <i>(Day/Month/Time)</i>	2nd Tuesdays, 3:45pm on Zoom Meeting ID: 812 4272 4182 Passcode: 456976
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

