

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1685
Introduction Date	8/24/22
Enactment Number	22-1457
Enactment Date	8-24-2022 CJH



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Franklin Elementary School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 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)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Franklin Elementary School



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Franklin Elementary School  
**CDS Code:** 1612596001820  
**Principal:** Lusa Lai  
**Date of this revision:** 4/12/20

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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.

**Telephone:** 510-874-3354

Oakland, CA 94606

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/12/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Franklin Elementary School

**Site Number:** 116

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant     |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program         | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |  |

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 § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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:** \_\_\_\_\_

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

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

**Signatures:**

Lusa Lai <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	<i>Lusa Lai</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/13/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
lydia alexandre <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	<i>lydia alexandre</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/12/22 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/15/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

**2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
2/15/2022	SSC	Reviewed Needs Assessment, School Data. Brainstormed ways to address academic challenges
2/15/2022	ILT	Reviewed Needs Assessment, Strategies and Actions
3/14/2022	Franklin Staff	Reviewed SPSA

## 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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### 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.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$184,910.00
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	\$813,349.83

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$169,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$27,960.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,510.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$343,830.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$11,275.00	TBD	After School Education and Safety Program (ASES #6010)	\$184,649.83	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$184,910.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$628,439.83</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$813,349.83</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Franklin Elementary School

**School ID:** 116

#### School Description

Located in the heart of Oakland's San Antonio-Eastlake neighborhood, Franklin is proud to be one of OUSD's most diverse schools. We serve students from over 30 different countries who speak over 20 languages. As a hub for newcomer and refugee students, we work with a large number of students who have recently made Oakland their home, and provide support to meet their unique needs. Our students learn to live in a diverse environment, to respect other cultures, and are prepared for life in a global diverse community. They also move on to excel in college and succeed in a variety of career pathways. In addition to our 23 general education and two resource teachers, we have two Special Day Classes. Our experienced staff includes BCLAD and multilingual teachers who are fluent in Spanish, Chinese, and Vietnamese. Physical education, creative arts, library, and music teachers provide regular enrichment for our students. Our staff includes a School Psychologist, Social Worker, two Speech Therapists, Occupational Therapist, a school Nurse, STARs counselors, two intervention specialists. We are community oriented and partner with outside agencies to serve our diverse families; Franklin has an on-site after school program with EBAYC, and we partner with Harbor House and the Franklin Rec Center to provide after school enrichment. We offer additional academic support, including an Early Literacy Focused Program, gardening, newcomer intervention, Student Council, and Jr. Coaching. Franklin holds high expectations and rigor, and that is expressed in our focus on academic excellence, annual programs such as the Dr. Martin Luther King Jr. Oratorical Festival, Spelling Bee Competitions, Wellness Focus, Science Fairs, and multicultural assemblies.

#### 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.

### 1B: STUDENT GOALS & TARGETS

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

##### Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	43.9%	<i>not available until Fall 2022</i>	45.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	43.0%	<i>not available until Fall 2022</i>	45.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	29.2%	<i>not available until Fall 2022</i>	35.0%

##### English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-38.1	n/a	<i>not available until Fall 2022</i>	-28.1%
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	19.3%	<i>not available until Fall 2022</i>	25.0%
<b>Mathematics/Science Measures &amp; Annual Targets</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-43.5	n/a	<i>not available until Fall 2022</i>	-33.5%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	20.0%
CAST (Science) at or above Standard	All Students	22.1%	n/a	<i>not available until Fall 2022</i>	32.1%

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

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-90.1	n/a	<i>not available until Fall 2022</i>	-75.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-95.6	n/a	<i>not available until Fall 2022</i>	-85.6
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	8.7%	<i>not available until Fall 2022</i>	18.7%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-59.5	n/a	<i>not available until Fall 2022</i>	-49.5
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-74.2	n/a	<i>not available until Fall 2022</i>	-64.2

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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ELL Reclassification	English Learners	15.9%	7.8%	<i>not available until Fall 2022</i>	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	<i>not available until Fall 2022</i>	25.0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	70.2%	75.2%	<i>not available until Fall 2022</i>	80.0%
Out-of-School Suspensions	All Students	0.2%	n/a	<i>not available until Fall 2022</i>	0.2%
Out-of-School Suspensions	African American Students	0.0%	n/a	<i>not available until Fall 2022</i>	0.2%
Out-of-School Suspensions	Special Education Students	1.0%	n/a	<i>not available until Fall 2022</i>	0.5%
Chronic Absenteeism	All Students	14.4%	16.1%	<i>not available until Fall 2022</i>	14.0%
Chronic Absenteeism	African American Students	43.7%	36.0%	<i>not available until Fall 2022</i>	20.0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>iReady Growth: 1st grade students made 30% of students with improved placement 2nd grade 36% of students with improved placement 3rd grade with 64% of students with improved placement 4th grade with 45% students with improved placement 5th grade 65% of students with improved placement. 15% of students at or above grade level at Franklin</p>	<p>Newcomer class and also the extension of newcomer status for an additional year. Letter naming group for students who still are learning the alphabet. Literacy intervention. SIPPS intervention across all grade levels. Experienced teachers and educators who lead Franklin</p>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>25% of African American 3rd Graders are performing at grade level, which is comparable to performance levels of other ethnic groups</p>	<p>Equitable instruction and school support, family supports</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Strong teacher-family rapport has and continues to exist at our school</p> <p>SIPPS intervention sessions with tutors. "Strong teacher-family rapport has and continues to exist at our school</p>	<p>Communication with families has increased with the use of Parent Square. Enrichment programs like gardening, Creative Expressions, PE and music engages the whole child. Meets multiple modalities of learning. Strong teacher/staff relationships with families</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>SIPPS Instructors Coaching and Instructional Support to meet the needs for the students to grow as readers. Reading Intervention pull-out/push-in support. Multiple enrichment programs that allow release time for more teacher planning ESSER Funds to purchase books and hire tutors to support teachers with students</p>	<p>Differentiated instruction K-2, small groups allow for individualized attention, careful monitoring of progress</p> <p>Experienced support staff</p> <p>Funding for enrichment programs and school supplies</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>

<i>LCAP Goal 1: College/Career Readiness</i>	iReady Scores (% below): Kindergarten has 78% of students 1-2 grades below grade level, 1st grade students are 80% below grade level 2nd grade has 64% of students below grade level, 3rd grade has 56% of students below grade level, 4th grade has 63% of students below grade level, 5th grade has 73% of students below grade level. 31% of students one year below grade level, 32% of students two or more years below grade level	Last year many of the students had intermittent instruction due to COVID, or connectivity issues while trying to be part of at-home learning. This had a big effect on our second language learners. Because of how far out of reach grade level curriculum has become, time spent in scaffolding and modifying the curriculum is demanding.
<i>LCAP Goal 2: Focal Student Supports</i>	0% of African American 4th graders and 12.5% of 5th graders performed at grade level in the midyear standards mastery test	Because of COVID/quarantine many kids missed several weeks at a stretch of both tier 1 and/or tier 2 instruction. Chronic absenteeism and not enough one-on-one support or intervention.
<i>LCAP Goal 3: Student/Family Supports</i>	There are students with chronic absenteeism and it has been challenging to be in contact with families. The amount of need is astronomical when compared to the number of staff that is available to support students and families.	COVID caused many disruptions in student attendance COVID caused many disruptions in instructional time because of rapid test administrations Insufficient funds to hire tutors or family liaisons, social workers, teachers, or nurses
<i>LCAP Goal 4: Staff Supports</i>	Procuring substitutes is difficult. Midyear budget reductions and 2022-2023 budget reductions make it challenging to fund programs that support staff. Not enough funding to staff the necessary people to help our school run at 100% efficiency and effectiveness	California has historically underfunded schools. OUSD is required to balance their budget, leading to further cuts at the site level.

### 1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

### 1E: RESOURCE INEQUITIES

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. However, we face a severe funding reduction for 2022-2023 and will need more financial support so these programs can continue. We also need a stronger parent group to support with on-site responsibilities and funding.

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Franklin Elementary School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 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?
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Consultant	Student Connectedness to School	Consultant will provide counseling to students and social services to families. He will conduct home visits when needed.	Working effectively with a select group of students and families to provide counseling and to enhance social, emotional, and academic development. Provide services which include individual counseling, group counseling, conflict resolution, home visits, and teacher and administration consultation, that are geared to give support to students that have behavioral and emotional challenges at school. Works well as a team member with the COST, SST, SART teams, and school staff including administration to support a positive school environment. Improvements needed are in doing follow-ups to services and engaging hard to reach families or families that deny that there is a problem. This is challenging by the amount of students that need services and families who are in denial of problems and do not trust service providers.	Continue providing the services that enhance a positive emotional and social environment such as individual and group support with students, conflict resolution and restorative justice services, and family support services. Also continues to work as a team member to COST, SST and SART teams as well as providing consultation and support to teachers and administration. These services need to be continued because of the need and the effectiveness of services that make an impact on students and family's lives.  The consultant's role will be changed to an OUSD Social Worker for the 2022-2023 school year.
IA Bilingual, Aid will provide small group intervention to students	ELL Reclassification	IA works with newcomers, focusing on English acquisition	The basic English skills intervention work to help students achieve grade level standards is instrumental in helping students acquire English.	The program needs to continue so that students can continue to receive English support.
STIP	i-Ready Reading at or above Mid-Grade	Provides teacher coverage. Teacher then uses the time for professional development and planning	STIP provides coverage and learning opportunities for teachers.	Based on this evaluation, we will continue to fund for our STIP.
Translations Extended Time:	College/Career Readiness	Classified staff will provide translations to parents during parent conferences and meetings	Classified staff provides translations for meetings. This is essential for parent-teacher communication.	Based on this evaluation, we will continue to fund for translation support.
English Classes for Parents: Parents will learn English and that will provide more help and opportunities to students	ELL Reclassification	English Classes to help parents acquire English	This has not worked this year because we were unable to find a staff member to teach the class	We will continue this expenditure because parents have voiced a need for this class. Next year, with less COVID restrictions, we hope to be able to offer the classes to parents.
Instructional Supplies: Materials for student learning	SBAC ELA Distance from Standard Met	Provide essential teaching supplies to teachers	This is working. Teachers need supplies to teach.	This expenditure will be continued.
Copy Paper	SBAC ELA Distance from Standard Met	Provide essential teaching supplies to teachers	This is working. Teachers need supplies to teach.	This expenditure will be continued.

**2022-23 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](#)

*District Strategy:* Building **CONDITIONS FOR STUDENT LEARNING**

<b>School Priority:</b>	Chronic Absenteeism
<b>School Theory of Change:</b>	If we continue to provide PD and effectively use RJ practices, morning circles, SEL strategies and mindfulness techniques, then our African American, Latino and refugee students will be given the opportunity to feel included, valued and listened to. If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Restorative Justice practices will be employed across all students including low SES. Students will be offered regular counseling and SEL support through staff and on-site social worker.	With support of onsite Social Worker, plan PD around PBIS and implicit bias, focus on PBIS especially during the first 6 weeks of school, PBIS assemblies to recognize positive behaviors	Written statements will be utilized to effectively address behavioral challenges. Staff will consistently submit URFs when warranted, so that a true baseline will be established, all staff will have regular PBIS check-ins	There are students with chronic absenteeism and it has been challenging to be in contact with families. The amount of need is astronomical when compared to the number of staff that is available to support students and families.	Tier 1
1-2	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	Scheduling to ensure maximum interface between classroom and PE teacher, align resources for PE room; Continue planning with Kaboom and the District for future playground resurfacing and redesign	PE teacher coordinates Junior coaches program to develop leadership skills for upper grade students. Teacher led conflict management training.	There are students with chronic absenteeism and it has been challenging to be in contact with families. The amount of need is astronomical when compared to the number of staff that is available to support students and families.	Tier 1

1-3	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.	Partner with Junior Center of Arts and Science, scheduling preps to ensure maximum impact for all students while also creating preps for classroom teachers. Scheduling extended learning time for after school intervention.	Artwork in classrooms and on walls will include creative expression revealing student identity and culture. CHKS data will show student experiences of a welcoming and supportive school community.		
1-4	Teachers will communicate regularly with families.	Spring and summer meetings with incoming kindergarten families include discussions about literacy goals and strategies. Utilize the school psychologist/social worker/counselor to support the comprehensive needs of students and families.	Increased attendance and academic outcomes for all students. Increased participation of families in school-wide structures and attendance at school-wide events that inform parents of how to better support students' academic achievement. A PTO/PTA planning committee will be formed to increase parent involvement.		Tier 1
1-5	Monthly school-wide assemblies helps create awareness, brings unity, introduces school-wides themes, celebrates our diverse cultures.				Tier 1

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority:</b>	Mathematics
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).

<b>Related Goal(s):</b>		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Math talks and academic discourse will be observed in 80% of classrooms during walkthroughs and observations. Tasks will be listed on all boards and aligned to standards.		Tier 1
2-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	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.	Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. PLC agendas will document planning for math differentiation.		Tier 2
2-3	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.	Students will demonstrate math facts fluency using authentic student assessments.		Tier 1

2-4	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.	PLC schedules		
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*District Strategy:* Developing **LANGUAGE AND LITERACY** Across the Curriculum

<b>School Priority:</b>	ELA
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the common core standards, use data driven differentiated reading and writing instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (SIPPs, ORF, iReady, F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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3-1	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	Provide teachers with professional development to understand data, implement high leverage interventions and acceleration Common Planning and PLC time for teachers; hiring of two STIP subs to provide release time for teacher collaboration	Student work will be visible in all classrooms and student work will be analyzed regularly. PD schedule will be clearly aligned to cycles of inquiry.	iReady Scores (% below): Kindergarten has 78% of students 1-2 grades below grade level, 1st grade students are 80% below grade level 2nd grade has 64% of students below grade level, 3rd grade has 56% of students below grade level, 4th grade has 63% of students below grade level, 5th grade has 73% of students below grade level	Tier 2
3-2	Conferring with all students around data once per trimester	Provide support for teachers on data conferencing with students. Grade level data conferences during PLCs.	Students will understand how to make learning goals for themselves based on the feedback from student-teacher data conferences.	iReady Scores (% below): Kindergarten has 78% of students 1-2 grades below grade level, 1st grade students are 80% below grade level 2nd grade has 64% of students below grade level, 3rd grade has 56% of students below grade level, 4th grade has 63% of students below grade level, 5th grade has 73% of students below grade level. 31% of students one year below grade level, 32% of students two or more years below grade level	Tier 1
3-3	Focus on teaching Tier 2 Academic Vocabulary	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.	Students will utilize words during Academic Discussions and Writing Workshop.		

3-4	Utilize anchor charts to support language conventions and academic 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.	Students will utilize anchor charts during Academic Discussions and Writing Workshop.		Tier 1
3-5	K-2 teachers provide regular, systematic differentiated foundational skills instruction. These skills are monitored and taught until mastered by each student.	Pull-out for students with reading scores multiple grade-levels below. Sipps and Newcomers to build foundational literacy skills. Pull-out for students with reading scores multiple grade-levels below. Sipps and Newcomers to build foundational literacy skills.	Use the mastery test dashboards as evidence of implementation		Tier 2
3-6	Targeting kids for small group intervention in both reading comprehension and math number sense in all grades 1-5.	Support interventionists (early lit tutors) teach small group SIPPS and track progress of all students		iReady Scores (% below): Kindergarten has 78% of students 1-2 grades below grade level, 1st grade students are 80% below grade level 2nd grade has 64% of students below grade level, 3rd grade has 56% of students below grade level, 4th grade has 63% of students below grade level, 5th grade has 73% of students below grade level	Tier 2
3-7	Library time for all students	Ensure all students receive library time and opportunity to check out books. Support collaboration space for librarian to meet with teachers to connect foci of read alouds	Evidence of quality read alouds in the classroom and students have books available for independent reading		Tier 1
3-8	Use of online support programs	Funding for online programs	Student growth in ELA		Tier 1

*District Strategy:* Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority:</b>	Adult Professional Learning
<b>School Theory of Change:</b>	If PDs and PLCs are coordinated with, and driven by data from the Cycles of Inquiry, and the specific topics are determined with teacher input, a PD/PLC calendar will be created before each Inquiry Cycle begins, then teachers will develop skills that inform their instruction and lead to maximization of best practices.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teaching practices will reflect skills and strategies developed during PDs and Inquiry Cycles.	Practice and lead collaborative inquiry to build a culture of public learning and improve learning for teachers	Established PD Calendar, PLCs aligned to inquiry focus		Tier 1
4-2	Teaching practices will reflect skills and strategies developed during demo lessons.	Peer observations, data driven PLCs	Peer observation notes, next steps, PLC notes/agenda		Tier 1
4-3	Regular differentiated reading groups, 2-3 times a week for 30 minutes	Schedule and hire staffing to make it possible to teach in small groups	Small group rotation schedule, progress tracking	iReady Scores (% below): Kindergarten has 78% of students 1-2 grades below grade level, 1st grade students are 80% below grade level 2nd grade has 64% of students below grade level, 3rd grade has 56% of students below grade level, 4th grade has 63% of students below grade level, 5th grade has 73% of students below grade level. 31% of students one year below grade level, 32% of students two or more years below grade level	Tier 2

4-4	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	Growth on PLC rubric		
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**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Culturally Responsive Math and ELA Instruction
<b>School Theory of Change:</b>	<p>If teachers provide mathematics instruction that includes culturally sustaining strategies to interrupt instructional deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives, then Black students will have a positive math identity, and become the owners of mathematics.</p> <p>If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students, then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.</p>
<b>Related Goals:</b>	<p>All students graduate college, career, and community ready.</p> <p>Focal student groups demonstrate accelerated growth to close our equity gap.</p> <p>Students and families are welcomed, safe, healthy, and engaged.</p>
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	Student learning reflecting culturally relevant texts and assignments	0% of African American 4th graders and 12.5% of 5th graders performed at grade level in the midyear standards mastery test	Tier 1

5-2	Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	MTSS: Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	Student learning reflecting culturally relevant texts and assignments, school environment to highlight achievements and contributions from Black and Brown communities		Tier 1
5-3	Building and support of strong school culture	Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	PLC topics that are specifically allocated to build cultures of trust and commitment to engage in evidence-based collaboration		Tier 1
5-4	Intensive intervention targeting both math and ELA skills for our lowest student to help close the achievement gap.	Schedule and fund more intervention time.	Increase in student academic scores in both subjects.	0% of African American 4th graders and 12.5% of 5th graders performed at grade level in the midyear standards mastery test	Tier 2

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (<a href="#">elementary instructions &amp; resources</a>)</b>					
<b>School Priority:</b>	Reclassification				
<b>School Theory of Change:</b>	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop a rubric for daily academic discussions, then we will see an increase in the number of EL students reclassified.				
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation. ILT Professional Development planning, PLC and PD time, aligning resources for outside trainers as needed	Teachers are consistently providing small group instruction for English Language Learners.		Tier 2
6-2	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	100% of N1 and N2 students will be enrolled in newcomer supports for at least 50% of the year.	iReady Scores (% below): Kindergarten has 78% of students 1-2 grades below grade level, 1st grade students are 80% below grade level 2nd grade has 64% of students below grade level, 3rd grade has 56% of students below grade level, 4th grade has 63% of students below grade level, 5th grade has 73% of students below grade level. 31% of students one year below grade level, 32% of students two or more years below grade level	Tier 2

6-3	Refugee Transitions and newcomer teachers will collaborate to ensure they meet the social and emotional needs of all newcomer students	Identifying and partnering with high-leverage community partners Community partnerships, intervention specialist to work with targeted students	Families share that their needs are being met in a timely fashion.	iReady Scores (% below): Kindergarten has 78% of students 1-2 grades below grade level, 1st grade students are 80% below grade level 2nd grade has 64% of students below grade level, 3rd grade has 56% of students below grade level, 4th grade has 63% of students below grade level, 5th grade has 73% of students below grade level. 31% of students one year below grade level, 32% of students two or more years below grade level	
6-4	Academic mentors 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	Coaching-- Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	ELL language proficiency will improve as measured from Reading Inventory and F&P data. Over time, ELL classification rates will also increase.	iReady Scores (% below): Kindergarten has 78% of students 1-2 grades below grade level, 1st grade students are 80% below grade level 2nd grade has 64% of students below grade level, 3rd grade has 56% of students below grade level, 4th grade has 63% of students below grade level, 5th grade has 73% of students below grade level. 31% of students one year below grade level, 32% of students two or more years below grade level	Tier 2

PROPOSED 2022-23 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	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$150,394	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1159	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	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.	116-1
Attendance Specialist	\$31,272	One-Time COVID Funding	2205	Classified Support Salaries	1246	Attendance Specialist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Monthly school-wide assemblies helps create awareness, brings unity, introduces school-wides themes, celebrates our diverse cultures.	116-2
Books Other than Textbooks	\$7,710	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-3
Certificated Pupil Support Salary	\$107,150	One-Time COVID Funding	1205	Certificated Pupil Support Salaries	7729	Librarian	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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	116-4
Certificated Pupil Support Salary	\$64,290	Measure G: Library	1205	Certificated Pupil Support Salaries	7729	Librarian	0.60	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-5
Classified Extra Time	\$13,277	LCFF Supplemental	2925	Other Classified Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-6
Classified Extra Time (Translations)	\$3,000	Title I: Parent Participation	2422	Clerical Salaries: Extra Compensation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	116-7

PROPOSED 2022-23 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	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Classified Instructional Aide salaries	\$61,828	Title I: Basic	2105	Classified Instructional Aide Salaries	1285	IA Bilingual	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Restorative Justice practices will be employed across all students including low SES. Students will be offered regular counseling and SEL support through staff and on-site social worker.	116-8
Clerical Salaries	\$65,856	LCFF Supplemental	2405	Clerical Salaries	1349	Clerk Typist, Intermediate Bilingual	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Teachers will communicate regularly with families.	116-9
Contracts: Before/After School Enrichment	\$4,350	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	K-2 teachers provide regular, systematic differentiated foundational skills instruction. These skills are monitored and taught until mastered by each student.	116-10
Copier Purchase/Maintenance	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Coaching-- Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	116-11
English Classes for Parents	\$1,510	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Restorative Justice practices will be employed across all students including low SES. Students will be offered regular counseling and SEL support through staff and on-site social worker.	116-12
Extended Contract	\$4,350	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends		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 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.	116-13
Instructional Supplies	\$22,960	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Coaching-- Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	116-14

PROPOSED 2022-23 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	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Instructional Supplies	\$12,389	Title I: Basic	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-15
Noon Supervisor	\$11,026	LCFF Supplemental	2905	Other Classified Salaries	4176	Noon Supervisor	0.29	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-16
Noon Supervisor	\$984	LCFF Supplemental	2905	Other Classified Salaries	8328	Noon Supervisor	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-17
Prep/Enrichment Teacher	\$82,728	LCFF Supplemental	1105	Certificated Teachers' Salaries	4209	Teacher Education Enhancement	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-18
Social Worker	\$33,835	Title I: Basic	2405	Clerical Salaries	9111	Social Worker	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-19
Substitute Teacher Incentive Plan (STIP) Teacher	\$15,268	LCFF Supplemental	1105	Certificated Teachers' Salaries	6258	STIP Teacher	0.20	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-20
Substitute Teacher Incentive Plan (STIP) Teacher	\$61,073	Title I: Basic	1105	Certificated Teachers' Salaries	6258	STIP Teacher	0.80	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Restorative Justice practices will be employed across all students including low SES. Students will be offered regular counseling and SEL support through staff and on-site social worker.	116-21

PROPOSED 2022-23 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	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Substitutes	\$2,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	ELL Reclassification	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-22
Technology	\$2,575	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-23
Unallocated	\$5,000	One-Time COVID Funding	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Refugee Transitions and newcomer teachers will collaborate to ensure they meet the social and emotional needs of all newcomer students	116-24
Unallocated	\$17,573	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Refugee Transitions and newcomer teachers will collaborate to ensure they meet the social and emotional needs of all newcomer students	116-25
After School Learning Consultants	\$184,649	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Accelerating student achievement (including ELLs, African American students, low income, students with disabilities and newcomers) through data cycles of inquiry, which foster differentiated instruction (i.e. growth based on students' current level)	116-26



**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 School**

**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 teachers at Annual Back-to-School Night
- Parent/Teacher Conferences

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
- Oakland Walk-a-Thon
- Other school wide events

#### **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.

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

- Annual Title 1 Meeting
- Monthly School Site Council Meetings
- Monthly School Newsletters/Flyers, Parent Square
- 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
- Parent/Teacher conferences
- Provide student test results and training for understanding of test scores

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

### **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 Leadership Team

#### **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:

- Monthly meetings 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
- Bulletin Boards and Parent Square

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 School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was adopted by Franklin Elementary School on August 25, 2021 and will be in effect for the period through August 9, 2020 through May 25, 2021.

**The school will distribute this policy to all parents on or before September 30, 2021 of the current school year.**

**Name of Principal**

**Lusa Lai**

**Signature of Principal**



**Date**

**08/25/2021**

Please attach the [School-Parent Compact](#) to this document.



## **School-Parent Compact**

### **Franklin Elementary**

**2021-22**

*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 2020-21 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.**

Enable students to meet the State's content standards by:

- 2) Focusing on California State content standards in each teacher's curriculum
- 3) Providing intervention and ELD instruction as needed
- 4) Providing a supportive and effective learning environment
- 5) Following the district's pacing schedules for all curricular areas
- 6) Administering District ELA and Math Benchmarks

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

[Insert specific practices here]

- 8) 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.**

[Insert specific practices here]

9) Provide parents reasonable access to staff.

[Insert specific practices here]

10) 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.

[Insert specific practices here]

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

[Insert specific practices here]

12) 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.

[Insert specific practices here]

13) 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.

[Insert specific practice here]

### Teacher Responsibilities

[This section is optional; schools may identify additional responsibilities for teachers.]

Examples:

I agree to support my students' learning in the following ways:

- 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

### Parent Responsibilities

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

- Volunteer in my child's classroom if possible. [required]
- Participate in decisions related to the education of my child. [required]
- Promote positive use of my child's extracurricular time. [required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]
- [Add other responsibilities at school's discretion]

### Student Responsibilities

*[This section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]*

*Examples:*

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.

This Compact was jointly developed and adopted by the (type name of the school) on (insert date), and will be in effect for the period of August 10, 2020 to May 28, 2021.

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 (add date here).

**Signature of Principal**

**Date**



**Strategic Resource Planning**

**2021-2022**

**School Site Council Membership Roster – Elementary**

School Name: Franklin

<b>Chairperson : Lydia Alexandre</b>
<b>Vice Chairperson: De’Misha Barker</b>
<b>Secretary: Kristina Bao-Paluck</b>

Member’s Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Lusa Lai	x			
Christine Douglas		x		
Lisa Lam		x		
Richard Cuthrell Voted in on 10/12/21		x		
Kristina Bao-Paluck			x	
Vincent Yu				x
Lydia Alexandre				x
De’Misha Barker				x
David Li-Bland				x
Sue Getreuer voted in on 10/12/21				x

Meeting Schedule (day/month/time)	2nd Tuesdays, 3:45pm to 4:45pm
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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.

1 Principal

3 Classroom Teachers 1 Other Staff

**AND**

5 Parents/Community Members

1000 Broadway, Suite 450, Oakland, CA 94607 510.879.8947 fax Revised 8/20/19 [www.ousd.org](http://www.ousd.org)