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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Franklin Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Franklin Elementary School
CDS Code: 1612596001820
Principal: Deitra Atkins
Date of this revision: 5/13/2020

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: Deitra Atkins

Position: Interim Principal

Address: 915 Foothill Blvd.

Telephone: 510-874-3354

Oakland, CA 94606

Email: deitra.atkins@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and 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 (ASES) | <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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, media announcements, etc.)

Signatures:

Debra Atkins _____
Principal Signature

5/12/2020
Date

LaResha Martin _____
SSC Chairperson Signature

5/15/2020
Date

Lisa Spielman _____
Network Superintendent Signature

5/18/2020
Date

Director, Strategic Resource Planning Signature

Date

Jody London _____
Jody London
President, Board of Education
8/27/2020

Kyla Johnson-Trammell _____
Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education
8/27/2020

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$210,520.00
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	\$933,839.00

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)	\$206,088.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$34,925.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,432.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$471,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$55,500.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$161,144.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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
SUBTOTAL OF FEDERAL FUNDING:	\$210,520.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$723,319.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$933,839.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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. We are community oriented and partner with outside agencies to serve our diverse families.

School Mission and Vision

Franklin Elementary School strives to ensure that our culturally and linguistically diverse students and families become life-long learners, make positive life choices and become architects of their future. Franklin also seeks to support the children of families who are starting lives in a new country. We strive to provide all our students with the opportunity to succeed academically, socially and emotionally. With parents and guardians as valued partners, we strive to serve the whole child. In service of this mission, our staff includes a School Psychologist, Social Worker, two Speech Therapists, a part-time Occupational Therapist, a school Nurse, STARs counselors, two intervention specialists, Creative Arts teacher, Physical Education, library, and a music teacher. In addition, Franklin has an on-site afterschool program EBAYC. We also partner with Harbor House and the Franklin Rec Center to provide after school enrichment. Additional academic support includes an Early Literacy Focused Program, gardening, newcomer intervention, PE, Student Council, and Jr. Coaches. 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, and multicultural assemblies.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**Focus Area:****Priority Strengths****Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p><u>2019-2020 Early Literacy Data (Fall to Midyear):</u> Kindergarten Letter Naming Fluency: Increase of 26%, from 43% to 69% Phonemic Segmentation Fluency: Increase of 25%, from 9% to 34% Nonsense Word Fluency: Increase of 36%, from 16% to 52% Word Reading Fluency: Increase of 52%, from 17% to 69% 1st Grade Phonemic Segmentation Fluency: Increase of 32%, from 15% to 47% Letter Naming Fluency: Increase of 17%, from 38% to 55% Word Reading Fluency: Increase of 19%, from 52% to 71% <u>2019- 2020 Reading Inventory Grades 3-5 (Fall to Midyear):</u> Proficiency Level: Increase of 9.1%, from 27.8% to 36.9% Multiple Years Below Grade Level: Decrease of 14%, from 54.4% to 40.4% Percentage of Kids making at least 0.5 Years of Reading Growth: Increase of 15% when compared to 2018-2019 Midyear Data, from 41.6% to 56.6%</p>	<p>The K-2 teams collaborate on daily SIPPs instruction, allowing for differentiated learning for students. Experienced and dedicated teachers also leverage existing resources such as classroom libraries, technological licenses (ST Math, Imagine Learning), and PDs to optimize learning outcomes for all students. In addition, because of PDs focused on academic discussions earlier in the year, students are exposed to more rigorous academic language across subject areas, including Math and Science. Franklin support staff also provide Tier 2 reading intervention to students. There has been a strong focus on reading growth as part of our Cycle 2 Plan. PLCs are planned at least a month in advance, and each session is strategized for teachers to analyze data, view testing rigor, and backwards map.</p>
<p><i>Focal Student Supports</i></p>	<p>40.4% of our ELLs showed proficiency in the Midyear Reading Inventory. This ELL proficiency rate is higher than 87% of OUSD schools. We also have an increase of 13.3% of Year 3 Newcomer students scoring proficiently on the ELA SBAC when comparing 2017-2018 to 2018-2019 data.</p>	<p>The cause of this strength is due to our experienced teachers and intervention pullouts (SIPPS, TSA, Reading Partners, Newcomer Teacher), and the Imagine Learning Reading Program.</p>

<i>Student/Family Supports</i>	<p>Strong teacher-family rapport has and continues to exist throughout the school. Students are enthusiastic about school and experience it as a safe, learning environment.</p> <p><u>CHKS Survey:</u> 91.3% of parents reported feeling respected by school staff. 87% of parents shared that the staff welcomes their suggestions. 83.7% feel welcome to participate at this school, 87% shared that their child's background is valued at school, 85.9% reported that school staff is helpful.</p>	<p>Franklin celebrates the community, its diversity and specificities, with annual events such as the Fall Festival, Winter Festival, Lunar New Year Assembly, and year-end celebrations. Daily points of connection between students, families, and teachers are strong and positive. Many veteran teachers who understand the community's history and contexts ensure continuity of positive relationships, as does the restorative approach to discipline and family engagement. Veteran crossing guards, supervising staff, and volunteer parents ensure that spaces around the school site are safe for students and families during key transition times of the day.</p>
<i>Staff Supports</i>	<p>Starting in January 2020, 100% of staff members participate in weekly PLCs led by ILT members. PLCs are data driven and focused on academic excellence. K-2 teachers also receive monthly SIPP training from our SIPP literacy coach.</p>	<p>Many dedicated and veteran staff on campus work hard to develop and maintain a healthy environment at Franklin, both professionally and socially. Ongoing efforts include staff gatherings and community building events. There is also a mixture of professional and relational building practices such as Wellness/Healthy culture support, monthly staff breakfasts, and Climate and Culture Committee address needs for staff growth and well-being.</p>
Focus Area:	Priority Challenges	Root Causes of Strengths
<i>College/Career Readiness</i>	<p><u>2018-2019 ELA SBAC:</u> 33.8% of students met or exceeded standards. This is a 5% drop from 2017-2018.</p> <p><u>2018-2019 Math SBAC:</u> 29.5% of our students met or exceeded standards.</p> <p><u>2018-2019 CAST:</u> 22.1% of students met or exceeded standards</p>	<p>There has been inconsistent leadership for the last few years at Franklin. As a result, meaningful PD and consistent PLC has also been a challenge due leadership rotations and planning. Basic teaching supplies such as paper and a working copy machine has also been inconsistent. Franklin was unable to staff its teacher librarian position for the 2019-2020 school year. Culture has shifted from staff/teacher/parent led leadership to administrative leadership, and is now starting to swing back again.</p>

<i>Focal Student Supports</i>	18.5% of our SpEd, 33% of our Free and Reduced Lunch, and 33.3% of our Year 3 Newcomer students scored proficiently on the 2018-2019 SBAC. 9.2% of ELL students were reclassified in 2018-2019.	Lack of consistent leadership has resulted in erratic changes in the management of staff resources such as PD planning, hiring, consistency of PLCs, staffing for enrichment and intervention, and even instructional focus. Intervention support is limited in math: e.g. Tier 2 Math intervention is offered only in 4th and 5th; the speech therapist is overwhelmed with an unmanageable caseload in a school where a large percentage of students are ELLs and struggling to develop adequate oral proficiency in English; school psychologist is similarly struggling with a high caseload and students are experiencing lengthy wait time to IEP and other assessments. Many families in focal student groups experience displacement and instability, resulting in chronic tardies and absences that directly impact successful academic and socio-emotional outcomes.
<i>Student/Family Supports</i>	Parent response in CHKS Survey: 76.1% of parent participants shared that the school discipline is fair. 72.8% of parents responded that classroom lessons are motivating to their students. Student response in CHKS Survey: 62.1% of student participants feel that they are part of the school.	The lack of effective planning results in low attendance for family events. Franklin needs a Family Resource Center or specialist to increase engagement with the community. Ideally, this will be achieved through monthly meetings with families. Monthly newsletters was started in February 2020. Franklin is also challenged by the changing demographics and gentrification of our community. We also face a risk for co-location with charters and battle systemic racism. Lastly, we need translating devices for parent meetings and a physical education program that serves all students.

<i>Staff Supports</i>	68.3% of staff reported on CHKS that the school is a supportive and inviting place for staff to work. 46.3% a (5% increase) of staff reported on the CHKS that many adults at this school have a close professional relationship with one another. Providing consistent PD and PLC time has been challenging. We did not hire a 2nd STIP until December of 2019. STIPs also use a substantive amount of time covering lunch duty, thereby taking away time they could use to support teachers in the classroom.	Franklin has not had consistent leadership in data driven instruction, planning, or coaching for the past few years. Many staff members feel frustrations with the lack of meaningful and differentiated PD. Much of the first trimester in the 2019-2020 school year was spent on rebuilding a positive staff culture. Franklin started weekly PLCs in January 2020 and is currently having regular data driven conversations and working collaboratively to increase academic achievement. Inconsistent communication from the administrative team makes running a school difficult.
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1C: 20-21 STUDENT GOALS & TARGETS

Instructions: For each OUSD LCAP goal, develop a related **THREE-YEAR** school goal and set 20-21 school targets. Your 19-20 target will be pulled from your 2019-20 School Plan; adjust it if necessary. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column B based on your school's needs.

Note: Your school goal may be for all students or may be a targeted goal for a subgroup of students.

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

School Goal for May 2023:	By the end of May 2021, 85% of kindergarteners will complete the SIPPs Beginner Level, 85% of 1st graders will complete the SIPPs Extension Level, and 85% of 2nd graders will complete the SIPPs Challenge Level with proficiency. We will increase the percentage of students who show one or more years of growth on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 65.1%.
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Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	Loading...	Loading...	62.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	Loading...	Loading...	55.0%
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target

SBAC ELA	All Students	+15 points DF3	Loading...	n/a	-8.1
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	Loading...	n/a	55.1%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	Loading...	n/a	-13.5
CAST (Science)	All Students	TBD	Loading...	n/a	27.1%

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

School Goal for May 2023:	We will decrease the percentage of students who are performing multiple years below grade level on the Reading Inventory (grades 3-5) by at least -5 percentage points to achieve a target of 7.9%
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	Loading...	n/a	-50.1
SBAC ELA	Low Income Students	+20 points DF3	Please choose a focal student group at left.	n/a	0.3
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	Loading...	n/a	17.9%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	Students with Disabilities	+20 points DF3	Loading...	Loading...	-23.0
SBAC Math	Low Income Students	+20 points DF3	Please choose a focal student group at left.	n/a	-4.2

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

ELL Reclassification	English Learners	Reclassify 16%	Loading...	n/a	41.2%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	Loading...	Loading...	50.0%

Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal for May 2023:		We will reduce chronic absenteeism for all students by 2 percent to 17.9%			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	Loading...	n/a	82.8%
Suspensions	All Students	-2pp	Loading...	n/a	0.0%
Suspensions	African-American Students	-2pp	Loading...	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	Loading...	n/a	0.0%
Chronic Absence	All Students	-2pp	Loading...	n/a	21.9%
Chronic Absence	African-American Students	-2pp	Loading...	n/a	21.72%

DRAFT LCAP Goal 4: All Staff are high quality providing optimal service to our students, families, and staff.					
School Goal for May 2023:		We will increase our students' sense of belonging by 2% each year to 76.2% as measured on the CHKS Survey question, "I feel part of this school."			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
CHKS Survey	All Teachers	TBD	72.20%	74.2%	76.2%
PLC Assessment Data	All Teachers	TBD	n/a	n/a	TBD

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Students have access to effective and experienced teachers. A positive change is that our STIPs are being used to support instruction. However, not all students are getting enrichment programs such as gardening, PE, Playworks, art, music, science prep, computer literacy, or library. Our students have limited access to Visual and Performing Arts and field trips. To mitigate these inequities, more effective management and planning of resources need to be implemented. More parent involvement is also needed in order to develop a PTA.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Franklin Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: ELA	
Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated 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 (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related School Goal:	By the end of May 2020, 85% of kindergarteners will complete the SIPPs Beginner Level, 85% of 1st graders will complete the SIPPs Extension Level, and 85% of 2nd graders will complete the SIPPs Challenge Level with proficiency. By May 2020, we will reach a target of -10.2 distance from standard (DF3) as measured by the ELA SBAC.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Franklin is implementing SIPPs with successful differentiation. PLCs were inconsistent in the beginning of the year and are now stable, with grade levels experiencing positive change through collaboration and backwards planning. Upper grades are using PLC time to deconstruct IAB passages and questions in order to inform instruction, plus review Common Core standards. The Reading Partners partnership is resulting in reading gains. Collaboration and staffing supports also positively impact learning. Making Meaning program has made successful gains in student use of academic vocabulary. A series of PDs on academic discussions including peer observations across all grade levels was implemented. New teachers are receiving regular coaching.	
What evidence do you see that your practices are effective?	
Increased student confidence on use of academic vocabulary is evident during discussions. Evidence of academic discussion and science talk in classrooms. Student growth on SRIs and DIBELS assessments. Focused PLC discussions resulting in specific goals, e.g. sight words and academic vocabulary growth strategies across the grades.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Changes include more peer observations, PLCs to be continued and developed, attention to language conventions standardized across the grades. To increase attention to reading comprehension and vocabulary acquisition, use PLCs to focus on specific reading strategies.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	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.
Related School Goal:	By May 2020, we will reach a target of -2.1 distance from standard (DF3) as measured by the Math SBAC.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

Implementation includes regular math talks, use of academic language, use of different models to show diverse thinking, error analysis in homework and classwork, peer tutoring, small group collaboration, and 4th/5th grade intervention.

What evidence do you see that your practices are effective?

Evidence includes increased student participation in explaining mathematical reasoning, increased evidence in students taking more risks in math discussions, use of math models to help ELL learning, use of multiple strategies in problem solving.

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

Instructional time dedicated to the internalization of math facts, dedicated time for math PDs, and lower grade access to Imagine Math. Potentially piloting the new math curriculum. Embed writing into math. Connect math and science via math/science extension activities in FOSS.

19-20 Conditions for Student & Adult Learning Priority: Chronic Absenteeism

Theory of Change:	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.
Related School Goal:	By May 2020, we will reduce chronic absentism for all students by 2 percent to 23.9% as measured by attendance reports on Aeries.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation includes morning circles, peer RJ Program, 2nd-5th grade mindfulness, community service club, family engagement meeting, Jr. Coach Program, attendance assemblies, and tribes. We have successfully implemented the 4 Bs (Be Safe, Be Respectful, Be Kind, Be Responsible) and peace corners sitewide. We have a stronger COST team, STARS clinicians, and attendance board that has resulted in more accurate reporting of URFs, less suspensions, and a decrease in absences.

What evidence do you see that your practices are effective?

Franklin has seen a reduction in suspensions. There are RJ student leaders helping with circles in classrooms. Attendance has been improving. COST referrals are going through more quickly. Students are connecting with counselors effectively.

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

Implement individual recognition for attendance; develop more RJ PDs; have discussions towards adopting SEL curriculum; culturally inclusive displays in strategic locations on school site, such as at the cafeteria and office area. Reinstatement of teachers signing up monthly to display culturally relevant student art/work. Ensure that classrooms have access to culturally relevant books. Develop strategies for creating equitable representation on Student Council.

19-20 Conditions for English Language Learners Priority: Reclassification

Theory of Change:	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, utilize proven English acquisition strategies such as those from GLAD, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
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Related School Goal:	By May 2020, we will improve our reclassification rate by at least 16% to reach a 25.2% reclassification rate for students who are English Language Learners.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Franklin currently has 1.5 Newcomer/ELL intervention teachers who provide intervention for our ELL population. Other practices include frontloading vocabulary, use of realia, anchor charts, sentence frames, Total Physical Response, academic discussions, and scaffolding strategies to aid comprehension. 4th/ 5th grades use WordGen curriculum for academic language development. Due to budget cuts, our 1.5 FTE for newcomers has been reduced to 0.5FTE for the 2020-2021 school year.	
What evidence do you see that your practices are effective?	
All classrooms show evidence through word walls, discussion starters, anchor charts, and sentence frames. Student work is displayed in all classrooms or bulletin boards. Successful reclassification of ELL students.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Changes include more reclassification ceremonies, highlighting students' abilities to speak multiple languages, growth awards, partner young kids with older kids as partners, and newcomer training with the ELLMA department.	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
<p>EL Teacher: due to the successful renegotiated contract with OEA the school was allotted a .5FTE teacher. Cost associated with the remaining .5FTE were allotted to invest in other significant academically focused areas: PE instructional minutes, Teacher Librarian, teacher professional development time, and scheduled time for data driven conversations.</p> <p>PE Teacher: Reevaluating the great contribution to the instructional program along with school climate and culture, there was an increased investment from a 6 FTE PE teacher to a .8FTE PE teacher. This supports greater consistent PE instructional minutes, a greater possibility for data-driven conversations between school leaders with teachers, and greater PLC fidelity to increase</p> <p>Teacher Librarian: Reevaluating the great contribution to the instructional program along with school climate and culture, the Teacher Librarian position was increased from a 0.6FTE to 0.8FTE. This provides students the opportunity to visit the school library twice a month, and also allows for data driven conversations between staff members.</p> <p>Restorative Justice Community School Manager: Unfortunately due to the end of grant funding, the decision was made to discontinue this important position. This should not be interpreted as a recognition of less demand in services, mental health needs and restorative justice approaches. The staff will adjust resources to meet the acute needs of students, staff, and families in the COVID-19 context.</p>	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
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				
School Priority ("Big Rock"):	Chronic Absenteeism			
School Theory of Change:	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.			
Related Goal(s):	By May 2021, we will reduce chronic absenteeism for all students by 2 percent to 12.7% as measured by Aeries attendance reports.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Restorative Justice practices will be employed across all students including low SES.	Supports from District on Restorative Justice PD; modeling RJ practices via Office disciplinary processes and daily interactions with students; plan PD around PBIS and implicit bias, focus on PBIS especially during the first 6 weeks of school, PBIS assemblies to recognize positive behaviors	Behavioral flowchart 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	
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	90% of students will be engaged in age appropriate active play.	

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.	Parent response in CHKS Survey: 76.1% of parent participants shared that the school discipline is fair. 72.8% of parents responded that classroom lessons are motivating to their students. Student response in CHKS Survey: 62.1% of student participants feel that they are part of the school.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
School Theory of Change:	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).
Related Goal(s):	By May 2021, we will increase the percentage of students who meet standards on the Math SBAC by at least +15 points to achieve a target of -13.5 DF3, as measured by the Math SBAC.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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.	
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.	
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.	

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):

ELA

School Theory of Change:	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).			
Related Goal(s):	By the end of May 2021, 85% of kindergarteners will complete the SIPPs Beginner Level, 85% of 1st graders will complete the SIPPs Extension Level, and 85% of 2nd graders will complete the SIPPs Challenge Level with proficiency. We will increase the percentage of students who show one or more years of growth on the Reading Inventory (grades 3-5) by at least 5 percentage points to achieve a target of 55.1%.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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.	
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.	
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.	
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District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Adult Professional Learning			
School Theory of Change:	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.			
Related Goal(s):	All teachers will use the TGDS handbook to self-evaluate themselves in the 5 domains at the beginning of the school year. They will focus on one indicator and grow by at least one rating by the end of the school year. Doing so will help strengthen teacher practice and help us achieve our target of 55.1% of students making at least one year of growth on the Reading Inventory. It will also help us reach our target of -13.5 DFS on the Math SBAC.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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	18.5% of our SpEd, 33% of our Free and Reduced Lunch, and 33.3% of our Year 3 Newcomer students scored proficiently on the 2018-2019 SBAC. 9.2% of ELL students were reclassified in 2018-2019.
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	

4-3	Instruction will be differentiated to match student ability.	Differentiated Professional Development to support teacher needs and skillset	Differentiated small group work as part of a classrooms routine	18.5% of our SpEd, 33% of our Free and Reduced Lunch, and 33.3% of our Year 3 Newcomer students scored proficiently on the 2018-2019 SBAC. 9.2% of ELL students were reclassified in 2018-2019.
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Reclassification			
School Theory of Change:	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.			
Related Goal(s):	By May 2021, we will improve our reclassification rate by at least 16% to reach a 25.2% reclassification rate for students who are English Lanaguage Learners.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	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.	18.5% of our SpEd, 33% of our Free and Reduced Lunch, and 33.3% of our Year 3 Newcomer students scored proficiently on the 2018-2019 SBAC. 9.2% of ELL students were reclassified in 2018-2019.

5-2	Newcomer teacher will provide 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.	18.5% of our SpEd, 33% of our Free and Reduced Lunch, and 33.3% of our Year 3 Newcomer students scored proficiently on the 2018-2019 SBAC. 9.2% of ELL students were reclassified in 2018-2019.
5-3	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.	
5-4	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.	2018-2019 ELA SBAC: 33.8% of students met or exceeded standards. This is a 5% drop from 2017-2018. 2018-2019 Math SBAC: 29.5% of our students met or exceeded standards. 2018-2019 CAST: 22.1% of students met or exceeded standards

PROPOSED 2020-21 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 ACTION	BUDGET ACTION NUMBER
Contract with EBAYC	\$161,144	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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)	116-1
TSA, students are proficient in state academic standards	\$132,830	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1159	10-Month Classroom TSA	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide support for teachers on data conferencing with students. Grade level data conferences during PLCs.	116-2
Supplies to support English Learners, African American students, low income students, students with disabilities, and newcomers	\$16,325	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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
Copy machines and office supplies	\$18,000	General Purpose Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-4
Parent and family engagement	\$600	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Restorative Justice practices will be employed across all students including low SES.	116-5
Librarian, students reach reading proficiency by having regular access to books	\$45,548	LCFF Concentration	1205	Certificated Pupil Support Salaries	7729	Librarian	0.40	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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)	116-6
Librarian, students reach reading proficiency by having regular access to books	\$10,316	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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)	116-7

Office staff, Community engagement	\$68,135	LCFF Supplemental	2405	Clerical Salaries	1349	Clerk Typist, Intermediate Bilingual	0.80	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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)	116-8
Noon Supervisor, student safety	\$12,734	LCFF Supplemental	2905	Other Classified Salaries	2689	Noon Supervisor	0.29	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Restorative Justice practices will be employed across all students including low SES.	116-9
Noon Supervisor, student safety	\$3,870	LCFF Supplemental	2905	Other Classified Salaries	3781	Noon Supervisor	0.08	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Restorative Justice practices will be employed across all students including low SES.	116-10
PE Teacher	\$62,074	LCFF Supplemental	1105	Certificated Teachers' Salaries	4209	Teacher Education Enhancement	0.55	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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	116-11
STIP, academic and social emotional support for students	\$25,049	LCFF Supplemental	1105	Certificated Teachers' Salaries	6258	STIP Teacher	0.20	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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	116-12
STIP, academic and social emotional support for students	\$25,049	LCFF Supplemental	1105	Certificated Teachers' Salaries	6260	STIP Teacher	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	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	116-13
Professional Learning for Teachers, academic support for students	\$29,719	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Differentiated Professional Development to support teacher needs and skillset	116-14
Substitutes for ELPAC	\$23,921	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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

Recess Coach, Social Emotional Learning through Play	\$31,177	LCFF Supplemental	2205	Classified Support Salaries	7728	School Enrichment Recess Coach	0.57	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	116-16
Librarian, students reach reading proficiency by having regular access to books	\$23,387	LCFF Supplemental	1205	Certificated Pupil Support Salaries	7729	Librarian	0.10	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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
Office staff: Preparing for the opening and closing of school	\$8,813	LCFF Supplemental	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Restorative Justice practices will be employed across all students including low SES.	116-18
Classroom libraries	\$6,900	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-19
Supplies for instruction	\$16,807	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-20
Social Emotional Health for Students	\$52,954	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Restorative Justice practices will be employed across all students including low SES.	116-21
Fieldtrip transportation: buses	\$17,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	116-22
Fieldtrip admission fees	\$4,000	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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)	116-23

Online license for math facts	\$700	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will implement daily math facts instruction.	116-24
Librarian, students reach reading proficiency by having regular access to books	\$38,161	Measure G: Library	1205	Certificated Pupil Support Salaries	7729	Librarian	0.30	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	116-25
Supplies to engage students in books	\$542	Measure G: Library	4300	Materials & Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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
STIP, academic and social emotional support for students	\$55,197	Title I: Basic	1105	Certificated Teachers' Salaries	6258	STIP Teacher	0.80	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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	116-27
	\$55,197	Title I: Basic	1105	Certificated Teachers' Salaries	6260	STIP Teacher	0.80	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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	116-28
Support for English Learners	\$59,635	Title I: Basic	2105	Classified Instructional Aide Salaries	1285	IA Bilingual	0.80	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Instruction will be differentiated to match student ability.	116-29
EBAYC Mentors	\$55,396	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	116-30
Instructional Supplies	\$3,126	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-31
Social Emotional Health	\$23,511	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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	116-32

Translations for parent meetings	\$1,511	Title I: Parent Participation	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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)	116-33
Parent Engagement	\$921	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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)	116-34
Parent Education	\$2,000	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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)	116-35
Art Supplies	\$800	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-36
Hardware for classrooms (chromebooks, projectors, ipads, etc.)	\$5,850	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	116-37
Enrichment activities for students	\$6,000	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Instruction will be differentiated to match student ability.	116-38
Assemblies	\$1,200	Title IV: Student Support & Academic Enrichment	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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)	116-39

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
- Minimum of two parent education workshops during the school year
- Parent/Teacher Conferences
- Provides materials and training to help Title I 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

- Homework Workshop
- Fall Festival
- Open House

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 I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Provides parents of Title I 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 I Meeting
- Monthly School Site Council Meetings
- School newsletter/Flyers, Robocalls, and/or Talking Points
- Providing dates/times of district trainings pertaining to Title I 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

- Minimum of two parent education workshops during the school year
- 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 newsletter/Flyers, School Messenger, Talking Points, social media(as available) and/or emails in multiple languages
- School web site (regularly updated)
- School calendar

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
- Offering trainings about the most impactful volunteer methods.

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 I 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 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:

- Providing Professional Development by district staff and/or contracted consultants with expertise in this area
- Provide resources to become informed via books, articles, related web sites
- Providing meeting space to learn from parents.

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:

- Grade level 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:

- Establishing Title I study sessions for better understanding.
- Ongoing/monthly invitations/announcements to attend SSC and SELLS meetings

(SELLS meetings if its responsibilities have not been voted over to the SSC)

- School Messenger, Flyers, Bulletin Boards, Talking Point

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 (handicap accessible, written/oral translations in multiple languages)
- Workshops/Training opportunities with topics suggested by parents and school personnel that support Franklin's Title I program

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

- Two community engagement forums to survey parent interest.
- Ongoing meet and greet community gatherings.
- Family engagement activity nights.
- Coordination assisted by site administration
- Restorative Justice(RJ) and Family Community Coordinator
- ILT
- SIPS Coordinator
- 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:

- **Computer literacy and access event with Tech Exchange Program.**
- **Restorative Justice(RJ) and Family Community Coordinator**
- **ILT**
- **SIPS Coordinator**
- **SSC**

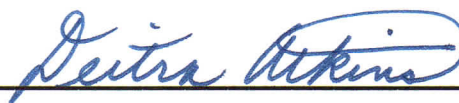
Adoption

This policy was adopted by the **Franklin Elementary School's** School Site Council on **Friday, September 20, 2019** and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Deitra Atkins

Principal



Signature of Principal

Date: September 20, 2019

Please attach the School-Parent Compact to this document.



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

School-Parent-Student Compact

Franklin Elementary School

2019-2020

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 2019-20 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:

- Providing California State content standards in each teacher's curriculum**
- Providing intervention and ELD instruction as needed**
- Providing a supportive and effective learning environment**
- Following the district's pacing schedules for all curricular areas**
- Administering District ELA and Math Benchmarks and core curriculum chapter tests**

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

Franklin School will hold parent-teacher conferences in October and November 2019 and March 2020. 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, November, and March**
- **Additional Parent Conferences, as needed**
- **Review of scores from district tests via parent-teacher conferences, as needed**
- **Intervention Parent Conferences, as needed**

4) Provide parents reasonable access to staff.

- **Monthly School Site Council(SSC) meetings**
- **School Study Team(SST) meetings, as needed**
- **Parent Conferences, as needed**
- **Student Assemblies**
- **Field Trips**

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.

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

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

- **Use of Title I 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 web sites
- 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.

Teacher Responsibilities

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:

- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. [e.g., limiting television watching, social media or video games, ensuring 30 minutes of reading, etc.]
- Monitor daily attendance
- Make sure daily homework is completed in a quiet environment
- Promote positive use of child's out-of-school time
- 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

Student Responsibilities

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

- Get to school on time every day.
- Come to school ready to learn.
- Do my homework every day.

- Follow school rules.
- Be responsible for my own behavior
- Be a cooperative learner
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the **Franklin Elementary School** on **September 20, 2019**, and will be in effect for the period of **August 12, 2019 through May 28, 2020**.

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, 2019.

**2019-2020****School Site Council Membership Roster – Elementary**

School Name: _____

Chairperson :

Vice Chairperson:

Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule
(day/month/time)**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members