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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Franklin Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Franklin Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Franklin Elementary School
CDS Code: 1612596001820
Principal: Lusa Lai
Date of this revision:

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:

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|---|---|
| Contact: Lusa Lai | Position: Principal |
| Address: 915 Foothill Blvd. Oakland, CA 94606 | Telephone: 510-874-3354 Email: lusa.lai@ousd.org |

The School Site Council recommended this revision of the SPSA for Board approval on: 5/3/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Franklin Elementary School

Site Number: 116

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (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: 5/3/2023

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 type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|---|

Signatures:

| | | |
|-------------------------------|------------------------|----------|
| Lusa Lai | <i>Lusa Lai</i> | 5/3/2023 |
| <i>Principal</i> | Signature | Date |
| Lydia alexandre | <i>Lydia alexandre</i> | 05/03/23 |
| <i>SSC Chairperson</i> | Signature | Date |
| Leroy Gaines | <i>Leroy Gaines</i> | 5/17/23 |
| <i>Network Superintendent</i> | Signature | Date |
| Lisa Spielman | <i>Lisa Spielman</i> | 5/17/23 |

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|-------------------|--|
| 1/23/2023 | Franklin Staff | Reviewed iReady and SBAC Data. Worked together to compile needs assessments, root causes of strengths and challenges |
| 3/14/2023 | SSC | Reviewed school goals and budget planning for the 2023-2024 school year |
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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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$185,730.00 |
| 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 | \$752,274.99 |

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) | \$169,875 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$28,500 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$4,530 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$353,250 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0 | TBD | After School Education and Safety Program (ASES #6010) | \$184,795 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$11,325 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | \$0 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | \$0 | TBD | Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332) | \$0 | TBD |
| | | | Measure N: College & Career Readiness For All (Measure N #9333) | \$0 | TBD |
| SUBTOTAL OF FEDERAL FUNDING: | \$185,730 | \$0 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$566,545 | \$0 |

| | |
|--|------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$752,275 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

2023-24 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.

School Demographics, 2021-22

| % Male | % Female | % English Learners | % Newcomers | % Unhoused | % Foster Youth | % Socioeconomically Disadvantaged | % Students with Disabilities |
|---------------------------|-------------------|--------------------|-------------|------------|--------------------|-----------------------------------|------------------------------|
| 56.4% | 43.6% | 50.8% | 10.0% | 1.6% | 0.2% | 93.4% | 14.3% |
| % Black/ African-American | % White/Caucasian | % Hispanic/Latino | % Asian | % Filipino | % Pacific Islander | % American Indian/ Alaskan Native | % Multiracial |
| 13.9% | 3.0% | 24.5% | 48.2% | 0.8% | 1.0% | 0.2% | 3.8% |

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & By May 2023, ELA and Math SBAC scores will improve by at least 10 Community Readiness: percentage points in the percentage of students in standards met or exceeded

Early Literacy Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| i-Ready Reading at or above Mid-Grade (Kindergarten) | All Students | n/a | 43.9% | 30.8% | <i>not available until Fall 2023</i> | 40% |
| i-Ready Reading at or above Mid-Grade (Grade 1) | All Students | n/a | 43.0% | 26.8% | <i>not available until Fall 2023</i> | 40% |
| i-Ready Reading at or above Mid-Grade (Grade 2) | All Students | n/a | 29.2% | 30.0% | <i>not available until Fall 2023</i> | 40.0% |

English Language Arts Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -38.1 | n/a | -19.6 | <i>not available until Fall 2023</i> | -5.0 |
| i-Ready Reading at or above Mid-Grade (Grades 3-5) | All Students | n/a | 19.3% | 24.2% | <i>not available until Fall 2023</i> | 40.0% |

Mathematics/Science Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -43.5 | n/a | -36.5 | <i>not available until Fall 2023</i> | -20.0 |
| i-Ready Math at or above Mid-Grade (Grades K-5) | All Students | n/a | n/a | 20.1% | <i>not available until Fall 2023</i> | 30.0% |
| CAST (Science) at or above Standard | All Students | 22.1% | n/a | 17.3% | <i>not available until Fall 2023</i> | 32.1% |

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

School Goal for Targeted Supports for Focal Student Groups: By May 2023, ELA and Math SBAC scores will improve by 10 percentage points for English Language Learners in the percentage of students in standards met or exceeded

Academic Measures & Annual Targets for Focal Student Groups

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -90.1 | n/a | -84.2 | <i>not available until Fall 2023</i> | -75.0 |
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | English Learners | -95.6 | n/a | -63.9 | <i>not available until Fall 2023</i> | -50.0 |
| i-Ready Reading at or above Mid-Grade (Grades 3-5) | Special Education Students | n/a | 8.7% | 6.7% | <i>not available until Fall 2023</i> | 10.0% |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -59.5 | n/a | -81.8 | <i>not available until Fall 2023</i> | -60.0 |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | English Learners | -74.2 | n/a | -66.8 | <i>not available until Fall 2023</i> | -55.0 |

Reclassification Measures & Annual Targets

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

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|-----------------------|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| ELL Reclassification | English Learners | 15.9% | 7.8% | 17.0% | <i>not available until Fall 2023</i> | 15.0% |
| LTEL Reclassification | Long-Term English Learners | 0.0% | 0.0% | 30.0% | <i>not available until Fall 2023</i> | 25.0% |

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

School Goal for Student & Family By May 2023, student to School Connectedness will improve by 10
Engagement: percentage points

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---------------------------------|----------------------------|---------------------|--------------------|--------------------|--------------------------------------|-------------------|
| Student Connectedness to School | All Students | 70.2% | 75.2% | 69.3% | <i>not available until Fall 2023</i> | 80.0% |
| Out-of-School Suspensions | All Students | 0.2% | n/a | 1.0% | <i>not available until Fall 2023</i> | 0.5% |
| Out-of-School Suspensions | African American Students | 0.0% | n/a | 1.0% | <i>not available until Fall 2023</i> | 0.5% |
| Out-of-School Suspensions | Special Education Students | 1.0% | n/a | 1.0% | <i>not available until Fall 2023</i> | 0.5% |
| Chronic Absenteeism | All Students | 14.4% | 16.1% | 46.5% | <i>not available until Fall 2023</i> | 20.0% |
| Chronic Absenteeism | African American Students | 43.7% | 36.0% | 69.2% | <i>not available until Fall 2023</i> | 30.0% |

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

School Goal for High-Quality Staff: Maintain a Teacher Retention Rate of at least 90%

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|----------------------|---------------------|--------------------|--------------------|--------------------------------------|-------------------|
| One-Year School Teacher Retention Rate | All Teachers | 83.9% | 85.3% | 84.2% | <i>not available until Fall 2023</i> | 90.0% |

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

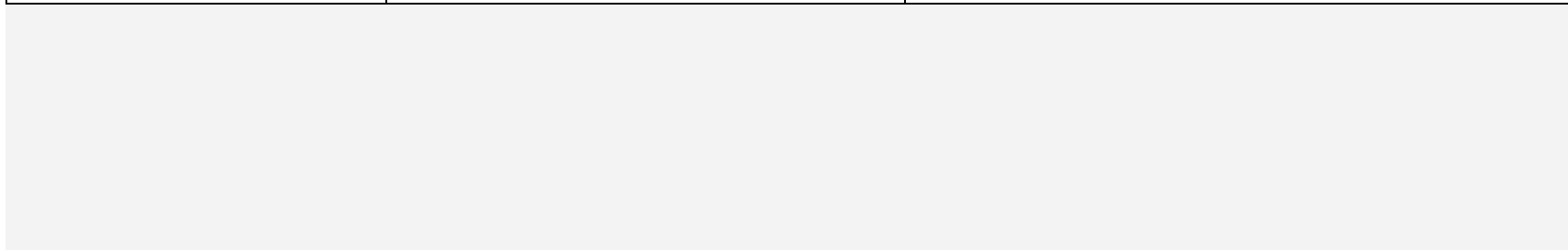
| Focus Area: | Priority Strengths | Root Causes of Strengths |
|--|--|---|
| <p><i>LCAP Goal 1: College, Career & Community Readiness</i></p> | <p><u>iReady 2022-2023 Proficiency Growth (BOY to MidYear)</u> 1st Grade: + 20% 2nd Grade: + 15% 3rd Grade: + 11% 4th Grade: +13% 5th Grade: + 9%</p> <p><u>ELA SBAC Proficiency</u> 2018 to 2019: 33.8% 2021 to 2022: 47.2% Growth: +13.4%</p> <p><u>Math SBAC Proficiency</u> 2018 to 2019: 29.5% 2021 to 2022: 37.1% Growth: +7.6%</p> | <p>Experienced staff and teachers who are devoted to student education</p> <p>Newcomer interventions and support</p> <p>Literacy intervention in the form of SIPPS</p> <p>Small reading groups across all grade levels</p> <p>Well resourced library and Librarian</p> <p>A lot of literacy tutors.</p> <p>Building a culture of love of reading</p> <p>A “culture” of literacy has taken root”</p> <p>Take books home program</p> <p>Big Buddies program before school</p> <p>SORA library reading program</p> |

| | | |
|--|---|---|
| <p><i>LCAP Goal 2: Focal Student Group Supports</i></p> | <p>English Language Learners</p> <p><u>ELA SBAC Proficiency</u> 2018 to 2019: 9.2% 2021 to 2022: 28.5% Growth: +19.3%</p> <p><u>Math SBAC Proficiency</u> 2018 to 2019: 11.3% 2021 to 2022: 25.2% Growth: +13.9%</p> | <p>Experienced staff and teachers who are devoted to student education</p> <p>Newcomer interventions and support (i.e. newcomer teacher/aide)</p> <p>Literacy intervention in the form of SIPPS</p> <p>Small reading groups across all grade level</p> <p>Franklin is finding new ways for supports and interventions</p> <p>After school mentors</p> |
| <p><i>LCAP Goal 3: Student & Family Engagement</i></p> | <p>2019-2022 to 2021-2022 CHKS Survey</p> <p><u>Percentage Change to Questions on the Survey</u></p> <p>+8.4% - How safe do you feel when you are at school?</p> <p>+8.5% - I know where to go for help with a problem</p> <p>+ 6.2% - I can meet all the learning goals my teachers set</p> | <p>Communication with families has increased with the use of Parent Square</p> <p>Enrichment programs like gardening, coding, Creative Expressions, PE and music engages the whole child. Meets multiple modalities of learning</p> <p>Strong teacher/staff relationships with families</p> <p>Big Buddies program before school</p> <p>Strong teacher-family rapport has and continues to exist at our school</p> <p>SIPPS intervention sessions with tutors</p> <p>Strong teacher-family rapport has and continues to exist at our school</p> <p>Early Literacy Kings</p> |

| | | |
|------------------------------------|---------------------------|---|
| <i>LCAP Goal 4: Staff Supports</i> | High Staff Retention Rate | <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>Professional and personal work culture</p> <p>ILT funded ← encourages participation</p> <p>SIPPS Instructors Coaching and Instructional Support to meet the needs for the students to grow as readers</p> <p>Reading Intervention pull-out/push-in support</p> <p>Multiple enrichment programs that allow release time for more teacher planning</p> <p>ESSER Funds to purchase books and hire tutors to support teachers with students</p> <p>Strong leadership to hold staff together</p> |
|------------------------------------|---------------------------|---|

| Focus Area: | Priority Challenges | Root Causes of Challenges |
|--|--|--|
| <p><i>LCAP Goal 1: College, Career & Community Readiness</i></p> | <p><u>iReady 2022-2023 Percentage of Students Not Proficient at MidYear</u> 1st Grade: 73% 2nd Grade: 70% 3rd Grade: 54% 4th Grade: 66% 5th Grade: 66%</p> <p><u>ELA SBAC Percent Not Proficient 2021 to 2022: 52.8%</u></p> <p><u>Math SBAC Percent Not Proficient 2021 to 2022: 62.9%</u></p> | <p>Because of COVID/quarantine many kids missed several weeks at a stretch of both tier 1 and/or tier 2 instruction.</p> <p>Learning loss/unfinished learning from distance learning</p> <p>Not enough affordable access to pre-school</p> |
| <p><i>LCAP Goal 2: Focal Student Group Supports</i></p> | <p>English Language Learners 2021-2022</p> <p>ELA SBAC Not Proficient: 71.5% Math SBAC Not Proficient: 74.8%</p> | <p>Because of COVID/quarantine many kids missed several weeks at a stretch of both tier 1 and/or tier 2 instruction.</p> <p>Chronic absenteeism and not enough one-on-one support or intervention.</p> |

| | | |
|--|---|---|
| <p><i>LCAP Goal 3: Student & Family Engagement</i></p> | <p>2019-2022 to 2021-2022 CHKS Survey</p> <p><u>Percentage Change to Questions on the Survey</u></p> <p>-19% - I feel close to people at school</p> <p>-16.9% - This school clearly informs students what would happen if they break the rules</p> | <p>Chronic absenteeism and not enough one-on-one support or intervention.</p> <p>SDC parents often want higher levels of engagement with their teacher, the degree to which this is realistic is dependent on having adequate compensated teacher work/prep time.</p> <p>Instability due to COVID and social distancing requirements made it challenging to build community</p> <p>Students and adults had to reacclimate themselves to be in social settings</p> <p>Prior unstable leadership led to faulty school wide systems, and effective school systems were negatively affected by COVID.</p> |
| <p><i>LCAP Goal 4: Staff Supports</i></p> | <p>Procuring substitutes is difficult</p> <p>Budget reductions make it challenging to fund programs that support staff</p> <p>Not enough funding to staff the necessary people to help our school run at 100% efficiency and effectiveness</p> | <p>California has historically underfunded schools.</p> <p>OUSD is required to balance their budget, leading to further cuts at the site level.</p> <p>Coverage for IEP meetings or assessment for SpEd classrooms is highly limited.</p> <p>Higher teacher salaries</p> |



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. Every year, we face a budget reduction and we need more financial support so programs can continue. We also need a stronger parent group to support with on-site responsibilities and funding.

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Franklin Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i> | Based on this evaluation, what will you change, continue, or discontinue? Why? |
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| Classified Extra Time (Translations) | Reading Inventory (RI) Growth of One Year or More | Franklin staff to provide translations during teacher/parent conferences and other parent meetings | Classified staff provides translations for meetings. This is essential for parent-teacher communication. When translation is not present, it is not possible for teachers to communicate thoroughly with families and we see a drop in parent-teacher meetings scheduled. Additionally, we see an increase in parent participation in school events when translation is provided. | Based on this evaluation, we will continue to fund for translation support. |
| Classified Instructional Aide salaries | ELL Reclassification | IA works with newcomers, focusing on English acquisition. Aide focuses on providing small group pull-out and push-in intervention | The basic English skills intervention work to help students achieve grade level standards is instrumental in helping students acquire English. We have seen an increase of 7.3% in ELs performing proficiently on our ELA iReady Diagnostic when comparing Fall and Winter results. | The program needs to continue so that students can continue to receive English support. |
| English Classes for Parents | ELL Reclassification | English Classes to help parents acquire English | We have classes held on Tuesdays and Thursdays from 8:30am to 10:30am. Parents appreciate the classes and are learning English to better support their children. About 8 parents attend the class and staff notice an improvement with family communication. | We will continue this expenditure because parents have voiced a need for this class. |
| Instructional Supplies | SBAC ELA Distance from Standard Met | Provide essential teaching supplies to teachers | This is working. Teachers need supplies to teach. We have seen a 13% proficiency growth in our ELA iReady Diagnostics between our Fall and Winter assessments. | This expenditure will be continued. |

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| Social Worker | Student Connectedness to School | Social Worker 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. Chronic Absenteeism has decreased by 4.1% between February 2023 and August 2022. | 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. |
| Substitute Teacher Incentive Plan (STIP) Teacher | 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. We have seen a 13% proficiency growth in our ELA iReady Diagnostics between our Fall and Winter assessments. | Based on this evaluation, we will continue to fund for our STIP. |
| Attendance Clerk | Chronic Absenteeism | Provide support to families to ensure regular attendance, monitor student attendance | Working to effectively monitor student attendance and family needs. Chronic Absenteeism has decreased by 4.1% between February 2023 and August 2022. | We will continue this expenditure. The attendance clerk's role is essential in making sure our students attend school regularly |

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| Teacher on Special Assignment (TSA) | i-Ready Math at or above Mid-Grade | Provide reading and math intervention to small groups of students, monitor student success rates and modify our instruction as needed, monitor SIPPS program | Working to support students who are performing a year or more below grade level. Franklin students show 1 to 2 years of academic growth according to iReady Diagnostic data | Continue with this expenditure. Our SIPPS and interventions are helping our students make the academic gains they need |
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2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Franklin Elementary School

School ID: 116

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: 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 (CEO/Embedded Assessments, SMI, SBAC).

Students to be served by these actions:

All Students

| # | 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 | 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 |

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| 1-2 | 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. We will expand afterschool math tutoring. | | Tier 1 |
| 1-3 | Teachers will implement daily math facts instruction. | Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task. | Students will demonstrate math facts fluency using authentic student assessments. | | Tier 1 |
| 1-4 | 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. | Lessons will be standards based and students will show growth in iReady Math Diagnostic Data, alignment of lessons between classes in the same grade level | | Tier 1 |

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

| School Priority: | ELA | | | | |
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| 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). | | | | |
| Students to be served by these actions: | <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 | 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. | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | Tier 1 |
| 2-2 | 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. | | Tier 1 |
| 2-3 | 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 discussion and instruction | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | Tier 1 |

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| 2-4 | 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 lessons and independent work | | Tier 1 |
| 2-5 | 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 | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | Tier 2 |
| 2-6 | 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 | Use the mastery test dashboards as evidence of implementation. We will also expand afterschool ELA tutoring. | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | Tier 2 |
| 2-7 | 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 |
| 2-8 | Use of online support programs | Funding for online programs | Student growth in ELA | | Tier 1 |

| LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | | | | | |
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| School Priority: | | 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. | | | |
| Students to be served by these actions: | | All Students | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 3-1 | 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 | By May 2023, student to School Connectedness will improve by 10 percentage points | Tier 1 |
| 3-2 | Physical Education teacher and coach will work with all students to support physical well-being, during that time students will learn how to collaborate together via games and sport | 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. | By May 2023, student to School Connectedness will improve by 10 percentage points | Tier 1 |

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| 3-3 | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>By May 2023, student to School Connectedness will improve by 10 percentage points</p> | Tier 1 |
| 3-4 | <p>Teachers will communicate regularly with families.</p> | <p>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.</p> | <p>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.</p> | <p>By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded</p> | Tier 1 |
| 3-5 | <p>Monthly school-wide assemblies helps create awareness, brings unity, introduces school-wides themes, celebrates our diverse cultures.</p> | <p>Provide opportunity for distributive leadership so staff can plan monthly assemblies, provide resources to bring cultural awareness and learning to students</p> | <p>Decrease in students percentage getting suspended and decrease in number of students being sent to the office. Increase in student collaboration and celebration</p> | <p>By May 2023, student to School Connectedness will improve by 10 percentage points</p> | Tier 1 |

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| 3-6 | Attendance Clerk to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance. | Weekly attendance meetings with attendance clerk, offer solutions and support for families experiencing chronic absenteeism | Decrease in students chronically absent | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | Tier 2 |
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

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| School Priority: | 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. |
| Students to be served by these actions: | <i>All Students</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
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| 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 | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | 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 | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | 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 | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | Tier 2 |

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| 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. | Alignment across classrooms in the same grade level | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | Tier 1 |
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

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| School Priority: | Culturally Responsive Math and ELA Instruction |
| School Theory of Change: | <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> |
| Related Goals: | Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. |
| Students to be served by these actions: | <i>Black students and families</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
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| 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 | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | 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 | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | Tier 1 |

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| 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 | By May 2023, student to School Connectedness will improve by 10 percentage points | 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. | By May 2023, ELA and Math SBAC scores will improve by at least 10 percentage points in the percentage of students in standards met or exceeded | Tier 2 |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

| School Priority: | Reclassification | | | | |
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| 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 Goals: | Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. | | | | |
| Students to be served by these actions: | <i>English Language Learners</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | 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. | By May 2023, ELA and Math SBAC scores will improve by 10 percentage points for English Language Learners in the percentage of students in standards met or exceeded | Tier 1 |
| 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. | By May 2023, ELA and Math SBAC scores will improve by 10 percentage points for English Language Learners in the percentage of students in standards met or exceeded | Tier 2 |

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| 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. | By May 2023, student to School Connectedness will improve by 10 percentage points | Tier 2 |
| 6-4 | Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development | 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. | By May 2023, ELA and Math SBAC scores will improve by 10 percentage points for English Language Learners in the percentage of students in standards met or exceeded | Tier 2 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|--|-------------|--|------|--|------|---|---|---|----------------------|
| Afterschool contract \$25K | \$25,000 | After School Education & Safety (ASES) | 5825 | Consultants | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | 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 |
| 10-Month Classroom Teacher on Special Assignment (TSA) | \$61,565 | California Community Schools Partnership Program | 1119 | Certificated Teachers on Special Assignment Salaries | 7613 | 10-Month Classroom Teacher on Special Assignment (TSA) | 0.50 | Goal 1: All students graduate college, career, and community ready. | i-Ready Math at or above Mid-Grade | 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. | 116-2 |
| Social Worker | \$90,280 | California Community Schools Partnership Program | 1205 | Certificated Pupil Support Salaries | 9111 | Social Worker | 0.80 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Chronic Absenteeism | Identifying and partnering with high-leverage community partners Community partnerships, intervention specialist to work with targeted students | 116-3 |
| 12-Month Community School Manager | \$132,066 | California Community Schools Partnership Program | 2305 | Classified Supervisors' and Administrators' Salaries | 9317 | 12-Month Community School Manager | 0.75 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Identifying and partnering with high-leverage community partners Community partnerships, intervention specialist to work with targeted students | 116-4 |
| Hero Contract | \$26,089 | California Community Schools Partnership Program | 5825 | Consultants | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | 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 | 116-5 |
| Extended Contracts: Certificated | \$15,000 | Educator Effectiveness Grant | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Staff Participation in Foundational Professional Learning | 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. | 116-6 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|---|-------------|--|------|----------------------|------|---|---|--|----------------------|
| STIP Teacher | \$87,643 | ESSER III (One-Time COVID Relief Support) | 1105 | Certificated Teachers' Salaries | 6258 | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | Staff Participation in Foundational Professional Learning | 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. | 116-7 |
| Early Literacy Tutor | \$14,072 | Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff | 2105 | Classified Instructional Aide Salaries | 3764 | Early Literacy Tutor | 0.30 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development | 116-8 |
| Early Literacy Tutor | \$16,839 | Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff | 2105 | Classified Instructional Aide Salaries | 7474 | Early Literacy Tutor | 0.40 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development | 116-9 |
| Early Literacy Tutor | \$29,542 | Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff | 2105 | Classified Instructional Aide Salaries | 6696 | Early Literacy Tutor | 0.70 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development | 116-10 |
| Early Literacy Tutor | \$33,228 | Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff | 2105 | Classified Instructional Aide Salaries | 2690 | Early Literacy Tutor | 0.70 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development | 116-11 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|---|-------------|--|------|--|------|--|--|--|----------------------|
| Early Literacy Tutor | \$33,608 | Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff | 2105 | Classified Instructional Aide Salaries | 7480 | Early Literacy Tutor | 0.70 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development | 116-12 |
| Supplies | \$21,500 | LCFF Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-13 |
| Meeting Refreshments | \$1,000 | LCFF Discretionary | 4311 | Meeting Refreshments | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Teachers will communicate regularly with families. | 116-14 |
| Toshiba: Equip Maintenance and Repairs | \$6,000 | LCFF Discretionary | 5610 | Equip Maintenance Agreement | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-15 |
| Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | \$92,460 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 4209 | Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | 0.80 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | 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 | 116-16 |
| 10-Month Classroom Teacher on Special Assignment (TSA) | \$17,078 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 1159 | 10-Month Classroom Teacher on Special Assignment (TSA) | 0.10 | 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 | 116-17 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--------------------------------------|---------------|-------------------|-------------|--|------|--------------------------------------|------|---|---|--|----------------------|
| Extended Time Certificated | \$15,000 | LCFF Supplemental | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Staff Participation in Foundational Professional Learning | 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 | 116-18 |
| Teacher Substitutes | \$5,000 | LCFF Supplemental | 1150 | Certificated Teachers: Substitutes | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Staff Satisfaction with Professional Development | 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 | 116-19 |
| Librarian | \$7,822 | LCFF Supplemental | 1205 | Certificated Pupil Support Salaries | 7729 | Librarian | 0.05 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | College/Career Readiness | Library time for all students | 116-20 |
| 12-Month Community School Manager | \$44,022 | LCFF Supplemental | 2305 | Classified Supervisors' and Administrators' Salaries | 9317 | 12-Month Community School Manager | 0.25 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Student Connectedness to School | Identifying and partnering with high-leverage community partners Community partnerships, intervention specialist to work with targeted students | 116-21 |
| Clerk Typist, Intermediate Bilingual | \$68,856 | 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. | 116-22 |
| Noon Supervisor | \$13,198 | LCFF Supplemental | 2905 | Other Classified Salaries | 4176 | Noon Supervisor | 0.30 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | 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. | 116-23 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|----------------------------|-------------|--|------|----------------------|------|--|---|--|----------------------|
| Noon Supervisor | \$14,302 | LCFF Supplemental | 2905 | Other Classified Salaries | New | Noon Supervisor | 0.30 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | 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. | 116-24 |
| Extra Time Classified | \$15,000 | LCFF Supplemental | 2925 | Other Classified Salaries: Overtime | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | 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. | 116-25 |
| Books Other than Textbooks | \$10,000 | LCFF Supplemental | 4200 | Books other than Textbooks | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SBAC ELA Distance from Standard Met | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-26 |
| Instructional Supplies | \$36,512 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Reading Inventory (RI) Growth of One Year or More | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-27 |
| Hero Contract | \$14,000 | LCFF Supplemental | 5825 | Consultants | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | 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 | 116-28 |
| Librarian | \$109,509 | Measure G, Library Support | 1205 | Certificated Pupil Support Salaries | 7729 | Librarian | 0.70 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Library time for all students | 116-29 |
| Early Literacy Tutor | \$4,220 | Rainin Foundation Grant | 2105 | Classified Instructional Aide Salaries | 6696 | Early Literacy Tutor | 0.10 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development | 116-30 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--|-------------|--|------|----------------------|------|---|-------------------------------------|--|----------------------|
| Early Literacy Tutor | \$4,691 | Rainin Foundation Grant | 2105 | Classified Instructional Aide Salaries | 3764 | Early Literacy Tutor | 0.10 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-31 |
| Early Literacy Tutor | \$4,747 | Rainin Foundation Grant | 2105 | Classified Instructional Aide Salaries | 2690 | Early Literacy Tutor | 0.10 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-32 |
| Early Literacy Tutor | \$4,801 | Rainin Foundation Grant | 2105 | Classified Instructional Aide Salaries | 7480 | Early Literacy Tutor | 0.10 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-33 |
| Early Literacy Tutor | \$17,598 | Rainin Foundation Grant | 2105 | Classified Instructional Aide Salaries | 8326 | Early Literacy Tutor | 0.40 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-34 |
| Early Literacy Tutor | \$22,198 | Rainin Foundation Grant | 2105 | Classified Instructional Aide Salaries | 8614 | Early Literacy Tutor | 0.40 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-35 |
| Classified Extra Time: Translations | \$3,500 | Title I, Part A Parent & Family Engagement | 2422 | Clerical Salaries: Extra Compensation | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | ELL Reclassification | Teachers will communicate regularly with families. | 116-36 |
| To be allocated in Fall 2023. | \$1,030 | Title I, Part A Parent & Family Engagement | 4399 | Unallocated | n/a | n/a | n/a | n/a | ELL Reclassification | Teachers will communicate regularly with families. | 116-37 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|--|-------------|--|------|--|------|--|-------------------------------------|---|----------------------|
| 10-Month Classroom Teacher on Special Assignment (TSA) | \$68,313 | Title I, Part A Schoolwide Program | 1119 | Certificated Teachers on Special Assignment Salaries | 1159 | 10-Month Classroom Teacher on Special Assignment (TSA) | 0.40 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | SBAC ELA Distance from Standard Met | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-38 |
| Instructional Aide, Bilingual | \$60,561 | Title I, Part A Schoolwide Program | 2105 | Classified Instructional Aide Salaries | 1285 | Instructional Aide, Bilingual | 0.80 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | ELL Reclassification | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-39 |
| Attendance Specialist | \$36,224 | Title I, Part A Schoolwide Program | 2205 | Classified Support Salaries | 1246 | Attendance Specialist | 0.50 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Chronic Absenteeism | Attendance Clerk to communicate and support families whose children are chronically absent | 116-40 |
| To be allocated in Fall 2023. | \$4,776 | Title I, Part A Schoolwide Program | 4399 | Unallocated | n/a | n/a | n/a | n/a | ELL Reclassification | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-41 |
| Extended Contracts: Certificated | \$3,500 | Title IV, Part A Student Support & Academic Enrichment | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | 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 | 116-42 |
| To be allocated in Fall 2023. | \$825 | Title IV, Part A Student Support & Academic Enrichment | 4399 | Unallocated | n/a | n/a | n/a | n/a | ELL Reclassification | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement | 116-43 |
| Contracts: Enrichment | \$7,000 | Title IV, Part A Student Support & Academic Enrichment | 5825 | Consultants | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | 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) | 116-44 |



**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

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
- Provides materials and training to help Title 1 Program Parents work independently with their children to improve their children's academic achievement.

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

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

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
- School Newsletters/Flyers, School Messengers, Talking Points
- 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:

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

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

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

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

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

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

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

- SSC

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- ILT
- SIPPS Coordinator
- SSC

If a Title I 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 jointly developed and adopted by the Franklin Elementary on August 18, 2022 and will be in effect for the period August 8, 2022 through May 25, 2022.

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

Name of Principal

Signature of Principal

Lisa Lai

Date

August 29, 2022

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



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

School-Parent Compact 2022-2023

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

This School-Parent Compact is in effect for the 2022-2023 school year.

School Responsibilities

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

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

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

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

Franklin Elementary will hold parent-teacher conferences in October 2022. Additional parent-teacher conferences will be held when needed.

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

- Parent conferences in October
- Additional parent conferences as needed

- Review of scores from district tests via parent-teacher conferences, as needed
- Intervention parent conferences, as needed

4) Provide parents reasonable access to staff.

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

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

- Parent Leadership Team
- School Assemblies or Events
- Classroom Volunteers (you must be vaccinated against COVID and register through the EdFund)

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

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

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

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

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:

- Volunteer in my child's classroom if possible.
- 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 or video games, ensuring 30 minutes of reading, etc.]*
- Monitor daily attendance
- Make sure daily homework is completed
- Assure that child is getting adequate sleep and eating a healthy diet
- Attend Back-to-School Night, Parent-Teacher Conferences, Open House and other school events
- Check in the school office when visiting the classroom/school

Student Responsibilities

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

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

This Compact was adopted by Franklin Elementary on August 17, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023.

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 August 31, 2022.

Signature of Principal

Lisa Lai

Date

August 29, 2022



Franklin ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

| | |
|-------------------|-----------------|
| Chairperson: | Lydia Alexandre |
| Vice Chairperson: | De'Misha Baker |
| Secretary: | Vincent Yu |

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

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

| | |
|---|---------------------------|
| SSC Meeting Schedule: <small>(Day/Month/Time)</small> | 2nd Tuesday of each month |
|---|---------------------------|

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