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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Franklin Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Franklin Elementary School

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

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

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

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

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Franklin Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Franklin Elementary School
CDS Code: 1612596001820
Principal: Lusa Lai
Date of this revision: 8/13/25

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

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

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

The District Governing Board approved this revision of the SPSA on: 8/13/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

Denise Saddler, Interim Superintendent
Kyla Johnson-Trammell, Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Franklin Elementary School

Site Number:

116

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

☐ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

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

Date(s) plan was approved: 8/13/2025

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

☒ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Lusa Lai

Principal

Lusa Lai

Signature

4/11/2025

Date

Lydia Alexandre

Lydia Alexandre

4/11/2025

SSC Chairperson

Signature

Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines

Network Superintendent

Leroy Gaines

Signature

5/8/2025

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/8/24

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/28/2025	Site Leadership Team	Shared data and overview of site plan
1/29/2025	Site Leadership Team	Assessed needs of school, analyzed and budget, completed SPSA Part 1
2/10/2025	Parent Group	Described current programs and program continuation for 2025-2026. Parents gave feedback for programs and
2/12/2025	School Site Council	Discussed Needs Assessment and the Annual SPSA Review
3/10/2025	Staff	Discussed 2025-2026 Budget and Programs

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

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

Early Literacy Program

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

Summer Learning Program

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

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$270,000.01

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Parent & Family Engagement	\$0
21st Century Community Learning Centers (Title IV, Part B)	\$0
Comprehensive Support & Improvement (CSI) Grant	\$0
	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$270,000.01

State and Select Local Resources	Allocation
LCFF Equity Multiplier	\$0
Expanded Learning Opportunities Program (ELO-P)	\$0
After School Education & Safety (ASES)	\$0
California Community Schools Partnership Program	\$0
Arts & Music in Schools (Proposition 28)	\$270,000
	\$0
SUBTOTAL OF STATE & LOCAL FUNDING:	\$270,000

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Franklin Elementary School		School ID: 116
CDS Code: 1612596001820	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
<p>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.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>Students have access to effective and experienced teachers. A positive change is that we have an intensive reading intervention support program, where students reading below grade level are receiving either small group reading intervention or 1:1 tutoring. We are fortunate to provide a variety of enrichment programs, such as music, art, PE, library, and gardening to all our students this year. Every year, we face a budget reduction and we need more financial support so programs can continue. We also need a stronger parent group to support with on-site responsibilities and funding.</p>		

School Demographics, 2023-24

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

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	41.4%	38.3%	not available until fall 2025	51.4%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	71.9%	62.3%	not available until fall 2025	81.9%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	59.7%	56.9%	not available until fall 2025	69.7%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-34.3	-39.1	not available until fall 2025	-24.3
SBAC ELA Participation	All Students	94.7%	92.2%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.4%	63.7%	not available until fall 2025	72.4%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	-46.7	-58.6	not available until fall 2025	-36.7
SBAC Math Participation	All Students	86.5%	86.5%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	20.3%	21.8%	not available until fall 2025	30.3%
California Science Test (CAST) Standard Met or Exceeded	All Students	30.4%	29.1%	not available until fall 2025	40.4%
California Science Test (CAST) Participation	All Students	91.9%	90.8%	not available until fall 2025	95.0%

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

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-106.3	-100.6	not available until fall 2025	-24.3
SBAC ELA Distance from Standard Met	English Learners	-71.9	-88.6	not available until fall 2025	-61.9
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	65.4%	59.0%	not available until fall 2025	55.4%

SBAC Math Distance from Standard Met	Special Education Students	-84.1	-79.5	not available until fall 2025	-36.7
SBAC Math Distance from Standard Met	English Learners	-78.0	-92.1	not available until fall 2025	-68.0
Reclassification Measures & Targets *Reference Stages of ELD Data slides					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.6%	12.1%	not available until fall 2025	27.6%
LTEL Reclassification	Long-Term English Learners	33.3%	16.7%	not available until fall 2025	43.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	75.7%	81.7%	not available until fall 2025	85.7%
Out-of-School Suspensions	All Students	1.1%	1.3%	not available until fall 2025	0.5%
Out-of-School Suspensions	African American Students	4.7%	2.9%	not available until fall 2025	2.4%
Out-of-School Suspensions	Special Education Students	2.3%	2.0%	not available until fall 2025	1.2%
Chronic Absenteeism	All Students	53.8%	30.6%	not available until fall 2025	43.8%
Chronic Absenteeism	African American Students	71.7%	50.0%	not available until fall 2025	61.7%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	85.6%	85.7%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i>	<p>We show strong i-Ready Growth across grade levels.</p> <p>K-5 iReady Reading 2024-2025 Proficiency Growth (BOY to MidYear): 7.8% K-5: 61% Met Mid Year Typical Growth Goal K-5: 49.9% Met MidYear Stretch Growth Goal</p> <p>K-5 iReady Math 2023-2024 Proficiency Growth (BOY to MidYear): 8.4% K-5: 62.1% Met Mid Year Typical Growth Goal K-5: 45% Met Mid Year Stretch Growth Goal</p> <p>Our growth is due to experienced staff and teachers including our TSA who are devoted to student education, Newcomer interventions and support, Intervention in the form of SIPPS, Tutor the Tiger, HOOT, Math Tutoring , small reading groups across all grade levels, well resourced library and Librarian, differentiated phonics instruction by Early Literacy Tutors and instructional aide, building a culture of love of reading, take books home program , SORA library reading program, Imagine Learning, student incentives for academic preformance and fieldtrips that align with curriculum.</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></p>	<p>Black/AA Students Proficiency Growth (BOY to MidYear) ELA: 9.4% Math: 7%</p> <p>Students with IEPs Proficiency Growth (BOY to MidYear) ELA: 6.2% Math: 9.9%</p> <p>ELLs Proficiency Growth (BOY to MidYear) ELA: 7.2% Math: 5.4%</p>
<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<p>Overall chronic absenteeism has improved over the last three years -All students: from 31% in 2023-2024 to 25% in 2024-2025 -African American: from 50% in 2023-2024 to 40% in 2024-2025</p> <p>Communication with families has increased with the use of Parent Square and providing translation. Enrichment programs like gardening, coding, art, PE and music engages the whole child, meets multiple modalities of learning, and increases motivation to attend school. Our experienced staff has strong relationships with families, which has only increased with the use of Parent Square.</p> <p>After school events such as Back-to-School Night, BBQ, Winterwonderland, Literacy Nights, STEM/Engineering Night, Science Fair, Game Night, Fall Fest, 5th Grade Promotion, Oratorical Festival, Music Concerts, Golden Tiger Awards, Spirit Weeks, Open House, College & Career Awareness has increased student connectedness to school.</p>

<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>Planning and collaborative time for teachers Supporting text sets in classrooms Building library collection SIPPS Fluency Collection for all teachers</p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>ELA iReady 2024 to 2025 K-5 MOY to MOY: -4.6% Math iReady 2024 to 2025 K-5 MOY to MOY: -3.5%</p> <p>Overall, our 2024-2025 MOY iReady data shows that the majority of Franklin students are not performing at grade level. iReady Reading: 73% of students not reading at grade level iReady Math: 83% of students not performing at grade level</p> <p>Likely factors include not enough affordable access to pre-school, so students enter kindergarten already "behind," not enough funding for high-level math and literacy intervention for all the students who need it, not enough support for our rapidly growing Newcomer population. Families also do not have the resources to support student reading at home.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Thought we have made great strides in improving our African American attendance, 40% of our African American population remain chronically absent.</p> <p>Our Newcomer population now makes up 30% of all of our ELLs, with a majority in their very first year and it is unrealistic that they would make enough progress to be at proficient/exceeding in math and ELA. With students performing on a wide spectrum, it is difficult to differentiate language needs effectively for all students. There is not enough support for intervention to meet the needs of our students.</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>Families of chronically absent students remain difficult to reach, local crime impacts student and family ability to walk to school, not enough counselors to support students with challenging behaviors, home supports for parents lacking, not enough programs to educate parents on how to support their students while at school</i></p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>We used supplemental funds for our PE Teacher, STIP sub, bilingual attendance specialist, two noon supervisors, HERO contract, overtime for classified staff, field trip buses, materials and supplies. It is still not enough people to support yard coverage. Also not enough staffing to fully support the social emotional and academic needs of all our children.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Franklin Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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 and formative teacher generated 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 and supplemental texts to support unit modules, develop strategies for creating equitable representation on Student Council.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Materials and Supplies	i-Ready Reading at or above Mid-Grade	These supplies help students better interact with the curriculum	These supplies let the kids have a more hands on experience when in the classroom. We have seen an increase of 7.2% in ELs performing proficiently on our ELA iReady Diagnostic when comparing Fall and Winter results.	Instructional supplies will always help students make growth in all areas of the curriculum.
Teacher on Special Assignment	i-Ready Reading 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 and regrouping students as needed, monitor SIPPS & tutoring programs	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 tutoring interventions are helping our students make the academic gains they need
IA Bilingual	ELL Reclassification	Provide ELD and early literacy intervention to our rapidly growing Newcomer population. Provide Chinese and Vietnamese translation for staff and families.	The basic English skills intervention work to help students achieve grade level standards is instrumental in helping students acquire English. We have seen an increase of 7.2% in ELs performing proficiently on our ELA iReady Diagnostic when comparing Fall and Winter results.	It is very important for the program to continue so that Newcomer students receive differentiated support as soon as they enter our school. This helps ensure their success in the mainstream classroom.
Teacher STIP	i-Ready Reading at or above Mid-Grade	Provide release time for teachers to collaborate and to receive PD, offer small group intervention, push in classroom support	Students are showing double digit growth on the iReady Diagnostics when comparing MOY to BOY data in both ELA and Math	We would like to continue the funding of this position, however, new district policy prevents us from continuing this position at school sites

Clerical Salaries Extra Time	i-Ready Reading at or above Mid-Grade	Translations for family meetings & teacher/parent conferences	Classified staff provides translations for meetings. This is essential for parent-teacher communication. When translation is not present, it is not possible for teachers to communicate thoroughly with families and we see a drop in parent-teacher meetings scheduled. Additionally, we see an increase in parent participation in school events when translation is provided.	Based on this evaluation, we will continue to fund for translation support.
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Franklin Elementary School		SCHOOL ID:	116	
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	All Students	Academic	Tier 1 - Universal
1-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Small group instruction, push-ins, and pull-outs will be observed during walkthroughs.Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets bi-weekly to plan responsive Professional Development.	All Students	Academic	Tier 1 - Universal
1-3	Teachers will implement daily math facts instruction. Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task.	All Students	Academic	Tier 1 - Universal

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

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Utilize anchor charts to support language conventions and academic instruction. Students will utilize anchor charts during academic lessons and independent work. Coaching from ILT, administrators, and OUSD Network Partners to observe and provide feedback to teachers, focusing on the student learning outcomes and the quality of the task.	English Learners	Academic	Tier 1
2-2	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners. Teachers are consistently providing small group instruction for English Language Learners.	English Learners	Academic	Tier 1
2-3	Newcomer teacher will provide daily targeted support for all N0 newcomer and ELL students. Ongoing PD support for Newcomer teacher and paraeducator; participation in OUSD-wide Newcomer PLC and PD Budgeting for newcomer teacher and paraeducator; assigning newcomer classroom; researching and joining newcomer PD groups	English Learners	Academic	Tier 2

2-4	Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	English Learners	Academic	Tier 2
2-5	Tutor the Tiger, TSAs, and other staff to provide 1:1 and small group tutoring to students reading 1 or more years behind grade level	AA ELLs SpED All Students	Academic	Tier 2

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Restorative Justice practices will be employed across all classrooms. Students will be offered regular counseling and SEL support through staff and on-site social worker.	All Students	SEL / Mental Health	Tier 1
3-2	Physical Education teacher and coach will work with all students to support physical well-being, during that time students will learn how to collaborate together via games and sport. PE teacher coordinates Junior coaches program to develop leadership skills for upper grade students. Teacher led conflict management training.	All Students	SEL / Mental Health	Tier 1
3-3	Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	All Students	SEL / Mental Health	Tier 1
3-4	Attendance Clerk, case manager, and social worker to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance.	All Students	Academic	Tier 2

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

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

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Building and support of strong, culturally relevant school culture	African American	Academic	Tier 1
5-2	Student learning reflecting culturally relevant texts and assignments, school environment to highlight achievements and contributions from Black communities	African American	Academic	Tier 1

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

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 116
School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements for Services EBAYC to provide after school instruction and enrichment to students, M-F until 6pm	\$162,311	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			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	116-1
5825 Consultants EBAYC to provide after school instruction and enrichment to students, M-F until 6pm	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Building and support of strong, culturally relevant school culture	116-2
Teacher Education Enhancement Art Teacher This funding source pays for the VAPA Prep teacher to be fulltime for all students at the school. All teachers will benefit from having a prep time. All students will receive visual and performing arts to expand their learning.	\$78,986	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	3584	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.5			Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	116-3
Art Supplies - This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$1,349	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	116-4
Music Contract with Cantare for 2nd and 3rd Graders. All students who attend the VAPA class will benefit from this supportive position for the art teacher.	\$6,000	Arts & Music in Schools (Proposition 28)	5825	Consultants	n/a	n/a	n/a			Music Teacher and Creative Arts Teacher will support and differentiate instruction to meet the social, emotional and creative needs of all students. Teachers will focus on differentiating to meet the needs of newcomer, foster and homeless youth, ELLs, and African American students.	116-5

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Support lunch recess establishing structured play zone to support health peer relationships and age appropriate play. Provide real time feedback on safety while playing and reinforcing strong SEL Practices aligned with the school expectations.	\$9,582	California Community Schools Partnership Program	2905	Other Classified Salaries	9650	Noon Supervisor	0.2			Physical Education teacher and coach will work with all students to support physical well-being, during that time students will learn how to collaborate together via games and sport. PE teacher coordinates Junior coaches program to develop leadership skills for upper grade students. Teacher led conflict management training.	116-6
Social Worker-will case manage students and families with attendance challenges. Support mental health partnerships on site in collaboration with principal. Member of the COST team to support students accessing services needed. Will also support Tier 2 and 3 student needs, lead restorative practices, culture and climate	\$115,234	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9111	Social Worker	0.8			Restorative Justice practices will be employed across all classrooms. Students will be offered regular counseling and SEL support through staff and on-site social worker.	116-7
Attendance Specialist: student and family outreach to discuss and promote positive attendance practices. Support the SART/SARB process by providing data to team and facilitation.	\$29,959	California Community Schools Partnership Program	2205	Classified Support Salaries	1246	Attendance Specialist	0.4			Attendance Clerk, case manager, and social worker to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance.	116-8
Attendance Specialist Bilingual-to support work of CSM and attendance specialist to decrease chronic absenteeism and tardies to ensure minimal learning loss. Support recognition events to celebrate improved attendance. Increase outreach to families through language capacity.	\$24,976	California Community Schools Partnership Program	2205	Classified Support Salaries	10466	Attendance Specialist, Bilingual	0.4			Attendance Clerk, case manager, and social worker to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance.	116-9
Community School Manager-Support school wide student and family engagement events i.e. Fall Fest, Winter events, Walk A thon. Support with Culture and Climate and partnerships, to ensure access to basic needs and other resources. Member of the COST team, leading the attendance work on site and using data to align with priorities of the site.	\$48,684	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.25			Building and support of strong, culturally relevant school culture	116-10

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 116
School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Obtain bus passes to provide transportation options to families that are chronically absent and/or tardy to increase student academic achievement	\$3,775	California Community Schools Partnership Program	5820	Bus Passes	n/a	n/a	n/a			Attendance Clerk, case manager, and social worker to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance.	116-11
Kids Cooking for Life - Support all 4th grade students, once a week through 50 minute cooking class to acquire skills to foster health social emotional learning and healthy habits. Buses for Field Trips - each grade level to have 1 field trip during the school year to increase learning experiences and support social emotional learning. EBAYC Mentor - Support daily lunch/recess block to ensure safety of students. Support in coordination of structured play to support strong SEL practices on the playground.	\$37,791	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Building and support of strong, culturally relevant school culture	116-12
Contracts to EBAYC, Harbor House, Cantare, Always Dream to provide services that support student reading, math, and enrichment Family liaison to hold classes that support families in language acquisition, student support, and events that support strong family and school partnerships Extra time for staff to support before and after school tutoring in reading and math	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets bi-weekly to plan responsive Professional Development.	116-13
Contracts to EBAYC, Harbor House, Cantare, Always Dream to provide services that support student reading, math, and enrichment	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			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	116-14

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Collaborative planning and training for teachers -half day collaborative planning release, 3 times a year -Offsite & onsite observation and training	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets bi-weekly to plan responsive Professional Development.	116-15
Pay for substitutes that provide release time to teachers for professional development and planning	\$3,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction. Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. Teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level." Lessons will be standards based and students will show growth in iReady Math Diagnostic Data, alignment of lessons between classes in the same grade level	116-16
Staff to support in academic intervention, culture building activities, and family support -tutors & classified staff to provide small group instructional intervention	\$10,000	LCFF Supplemental	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a			Tutor the Tiger, TSAs, and other staff to provide 1:1 and small group tutoring to students reading 1 or more years behind grade level	116-17

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 116

School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Supplies for classrooms that enhance academic and social emotional learning -books that teach SEL skills, journals, art supplies that support social emotional learning and healing	\$11,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets bi-weekly to plan responsive Professional Development.	116-18
Contract with Jr. Center to provide coding classes for 5th graders	\$12,200	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Small group instruction, push-ins, and pull-outs will be observed during walkthroughs. Principal, Assistant Principal, and OUSD Network Partners observe and provide feedback on differentiated instruction. ILT meets bi-weekly to plan responsive Professional Development.	116-19
Support with instructional enhancement through coaching, feedback and support to teachers Provide intervention supports to small groups of students Demo lessons Instructional Leadership Team Leader	\$123,458	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 06	10-Month Teacher on Special Assignment (TSA)	0.8			Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	116-20
Collaborative planning and training for teachers	\$7,650	Literacy Coaches & Reading Specialists Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Peer observations, data driven PLCs	116-21

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 116
School: Franklin Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Provide regular library instruction and time to all students TK-5, support teachers in literacy instruction	\$16,376	Literacy Coaches & Reading Specialists Grant	1205	Certificated Pupil Support Salaries	7729	Librarian	0.1			Student learning reflecting culturally relevant texts and assignments, school environment to highlight achievements and contributions from Black communities	116-22
Staffing to support use of literacy grant funds, TSA to support Tiers 1-3 instruction and intervention, data monitoring	\$5,103	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	116-23
Translation support for families during teacher/family conferences and for family events/meetings, support in family engagement because language can be a barrier	\$4,780	Title I, Part A Parent & Family Engagement	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a		ELL Reclassification	Newcomer Teacher, Instructional Aide, Academic mentors, Early Literacy Tutors, TSAs and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	116-24
Enrichment teacher to provide cooking and other social emotional related lessons that support student independence and strong school culture	\$63,189	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3584	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4		Student Connectedness to School	Building and support of strong, culturally relevant school culture	116-25
Support with instructional enhancement through coaching, feedback and support to teachers Provide intervention supports to small groups of students Demo lessons Instructional Leadership Team Leader	\$30,865	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 06	10-Month Teacher on Special Assignment (TSA)	0.2		i-Ready Math at or above Mid-Grade	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	116-26
to support work of CSM and attendance specialist to decrease chronic absenteeism and tardies to ensure minimal learning loss. Support recognition events to celebrate improved attendance. Increase outreach to families through language capacity.	\$63,748	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	1285	Instructional Aide, Bilingual	0.8		Chronic Absenteeism	Attendance Clerk, case manager, and social worker to communicate and support families whose children are chronically absent. Community School Manager to collaborate with our attendance clerk to maintain and improve regular attendance.	116-27
Buses for fieldtrips that enhance academic learning. This funding source pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$9,778	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a		College/Career Readiness	Building and support of strong, culturally relevant school culture	116-28

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 116

School: Franklin Elementary School

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**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 2024-2025

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

- Winter and Spring Concerts

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

- Posters posted outside the red gate

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- ILT
- SIPPS Coordinator
- SSC

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

Adoption

This policy was jointly developed and adopted by Franklin on August 14, 2024 and will be in effect for the period August 12, 2024 through May 29, 2025.

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

Name of Principal
Lusa Lai

Signature of Principal
Lusa Lai

Date August 14, 2024

Please attach the School-Parent Compact to this document.



School-Parent Compact

Franklin 2024-25

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

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Focusing on California State content standards in each teacher's curriculum
 - Providing intervention and ELD instruction as needed
 - Providing a supportive and effective learning environment
 - Following the district's pacing schedules for all curricular areas
 - Administering District ELA and Math Benchmarks

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

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

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

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

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

Parent Responsibilities

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

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

Teacher Responsibilities

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

Student Responsibilities

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

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

This Compact was adopted by Franklin Elementary on August 14, 2024, and will be in effect for the period of August 12, 2024 to May 29, 2025.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2022.

Principal's Name

Signature of Principal

Date

Lusa Lai

Lusa Lai

August 14, 2024

Strategic Resource Planning (SRP)



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

Franklin ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Lydia Alexandr
Vice Chairperson:	Amanda Martine
Secretary:	Nicole Ambriz

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Lusa Lai	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Richard Cuthrell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Lisa Lam	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Christine Douglas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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
Teresa Cao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Nicole Ambriz	<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
Amanda Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

SSC Meeting Schedule:

(Day/Month/Time)

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.

