

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1293
Introduction Date: 6/27/18
Enactment No.: 18-1100
Enactment Date: 6/27/18
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To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Fruitvale Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Fruitvale Elementary School.



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

Legislative File ID No: 18-1293
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Fruitvale Elementary School
CDS Code: 1612596001838
Principal: Patricia Ceja
Date of this revision: 5/14/2018

The Single 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: Patricia Ceja	Position: Principal
Address: 3200 Boston Avenue Oakland, CA 94602	Telephone: 510-535-2840 Email: patricia.ceja@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Fruitvale Elementary School

Site Number: 117

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- School Improvement Grant (SIG)

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:



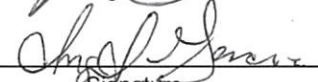
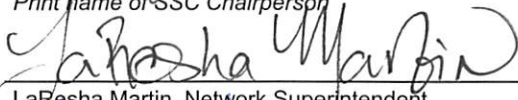
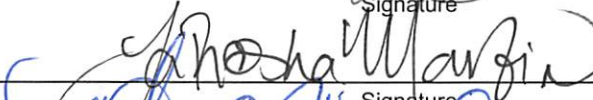
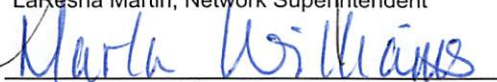
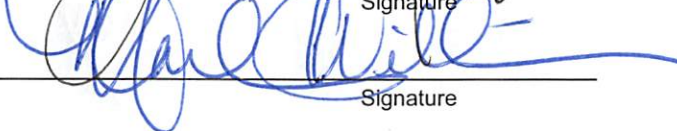
- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 16, 2018

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

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

Signatures:

		<u>5/16/18</u>
Patricia Ceja, School Principal	Signature	Date
<u>Ingrid Garcia</u>		<u>5/16/18</u>
Print name of SSC Chairperson	Signature	Date
		<u>5/23/18</u>
LaResha Martin, Network Superintendent	Signature	Date
		<u>5/24/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Fruitvale Elementary School

Site Number: 117

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/17/2017	SSC	Presentation of current SPSA/ Preparation for SPSA Development
12/15/2017	SSC	Review of Blueprint Quality School Report
1/19/2018	SSC	SPSA review of goals, strategies and practices. Explanation and Development of PLAN for next school Year.
2/12/2018	Faculty Council	SPSA review and Budget Discussion, Budget Priority Survey to be sent to all staff.
2/16/2018	SSC	Budget Proposal presentation Based on Parent and teachre input
2/20/18	Staff Meeting	Budget Presentation, SPSA Goal Reviews
3/23/2018	SSC	SPSA Workshop . Reviewing priorities and teacher and Leadership practices.
5/16/2018	SSC	Final approval of SPSA

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$60,725.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$216,832.77	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$383,076.46	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$73,308.12	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,069.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$75,377.12	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Fruitvale Elementary School

School ID: 117

School Description

Fruitvale Elementary is a diverse learning community. At Fruitvale, we offer a strong academic program that is supplemented by a wealth of in-school and afterschool enrichment programming. We have many caring community partners that support our students such as the Bay Area Community Resources afterschool program, Lincoln, and mentor readers. At Fruitvale, we believe that given the opportunity and desire, all students can learn and succeed.

School Mission and Vision

Mission - To prepare all students for College, Career and Community by creating a safe and positive school environment for all where parents, teachers and staff collaborate to provide an academically rigorous, fun and engaging learning experience.

Vision - To create a thriving learning community where the students will master the necessary high level academic and social skills to compete on the global stage. We expect that all of our Fruitvale Scholars should be safe, respectful and responsible. These are the principles that guide our students every day at our school and that will help them as they prepare to meet the demands of the 21st century.

Family & Student Engagement

At Fruitvale Elementary parents are our partners in all our work. Parents are integral members of our school and our School Site Council. As a school that serves a large population of English Language Learners parents also provide support as members of our SELL committee. We offer an Adult English/Family Literacy class, monthly coffee with the Principal, and various parent workshops focused on how to help students be more successful in school.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	<p>On the Fall 2017 Assessment of the Fountas and Pinnell Benchmark Reading Assessment, 34% of students in grades 1-5 were at or above grade level; at Mid Year 42% are at or above.</p> <p>36% of AA students were at or above grade level on this same assessment in fall and 41% AA at mid year.</p>	<p>On the ELA portion of the 2016-17 SBAC, only of students were at grade level or above, we will need to grow this by at least 5% a year. Only of AA students were at grade level or above on this assessment.</p> <p>On the Fall 2017 Reading Inventory (SRI) Assessment, only 9.6% of students were at standard met or exceeded. Only 10.3% of AA student were at standard met or exceeded on this assessment.</p>	<p>While we have developed Intervention structures for students in grades K-3, there are limited interventions offered for 4th and 5th grade students.</p> <p>Teachers are implementing a Reading and Writing Workshop and are beginning to differentiate through small group instruction. We need to continue developing our Tier 1 Interventions in the classroom.</p> <p>While we have Professional Learning Community (PLC) Structures in place, our processes for backwards planning, setting goals, and creating formative assessments need to be further developed and refined. Students have limited access to technology (shared Chromebook carts), might benefit from more opportunities for online reading and writing. Students might benefit from small group testing environments with SRI.</p> <p>We need to further support students in developing academic stamina.</p>

<p align="center">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>On the Curriculum End of Unit Assessment in Math for Fall we have signs of strength in: Kindergarten: 72% at Proficient or Advanced 1st Grade: 60% at Proficient or Advanced 3rd Grade: 42% at Proficient or Advanced We saw less students at proficient or advanced in other grades: 2nd Grade: 20% at Proficient or Advanced 4th Grade: 6% at Proficient or Advanced 5th Grade: 4% at Proficient or Advanced We analyzed these results during a Math PD Cycle and we are encouraged by our skills improving to meet the needs of students in Math</p>	<p>On the Math portion of the 2016-17 SBAC, only of students were at grade level or above, we will need to grow this by at least 5% a year. Only of AA students were at grade level or above on this assessment.</p>	<p>While we have PLC Structures in place, our processes for backwards planning, setting goals, and creating formative assessments need to be further developed and refined. Students have limited access to technology (shared Chromebook carts), might benefit from more opportunities for differentiated support in ST Math. Students might benefit from small group testing environments with SMI. Students need small group, differentiated instruction in the classroom. We have Newcomer students and need to have a plan for supporting those students.</p>
<p align="center">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>Our current Chronic Absenteeism rate is at 21%. In week 14 of the 2017-18 school year, this is the highest it been and has continued to increase from previous weeks.</p>	<p>Of the students who are chronically absent (missing more than 20% of school) and those students who are close to be chronically absent (missing 10-20% of school), the majority of those students (58%) are in Kindergarten and 1st grade. We still need to do continued outreach with families in these critical grades.</p>	<p>We need to do more outreach to the families of Kindergarten and 1st Grade students. Our Attendance has improved greatly and we need to continue our current structures (e.g. Attendance Team) and consider other ways to monitor attendance.</p>
<p align="center">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>In fall 21% of ELL students were a grade level or above on the Fountas and Pinnell Benchmark Reading Assessment; at the mid year 32% of ELL students were at or above.</p>	<p>We have Newcomer students and need to have a plan for supporting those students.</p>	<p>We need more professional learning opportunities on how to support English Learners through Systematic and Integrated ELD.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Fruitvale Elementary School

School ID: 117

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	All students will demonstrate significant progress (1+ years) towards grade level proficiency in reading.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-111.3	-103.8	-96.3

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?
 As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments

Theory of Action for Language & Literacy Priority:
 If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor ELLs, African American students, Foster Youth, Low-Income students, low-performing students learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Teachers will use content language objectives in their daily lessons, student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective
1-2	T2: Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers implement reader's Workshop and confer with students and pull small groups for intervention and acceleration

1-3	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice representative of our foster youth/homeless students, our African american Students, our Latino students, our Low income students and our Special education Students.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	COST meets weekly to address student needs, RJ facilitator support implementation of RJ practices school wide, 100% of teacher implement community building circles, PBIS Team meets bi-monthly to support school wide implementation on PBIS
1-4	Teacher differentiate and accomodate reading and writing lessons for GATE and Special Education students ensuring to provide opportunities for intevention and acceleration in language arts through workshop, small group instruction and confering	Principal, TSA and leadership team to provide profesional development and coaching to support teachers with differentiation and accomodations, interventions and accelerations and implementing readers and writers workshop, small group instruction and confering	Weekly PD, Agendas, PLC, Principal and TSA coaching and feedback documented
1-5	Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	Principal and teacher leader and liaison will partner with ASP to provide feedback and support to ASP teachers and staff.	Weekly Check in Meetings with Program Coordinator, ASP plan
1-6	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic goals for Reading, and provide individualized feedback with corrective action plans for low performing students, foster youth/homeless and low income students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	teacher implement use of student goal form, teacher confere with students and provided small group instruction for intervention and acceleration. Students will be able to identify and explain their individual reading levels and goals

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	All Students will demonstrate significant progress (1+years) towards grade level proficiency in math.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-101.2	-91.2	-81.2

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.		
Theory of Action for Standards-Based Instruction Priority:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments for low performing students and Low income students.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	teacher use content language objectives aligned to math standards and practices for daily lesson, Math instruction includes number talks and workshop time at least 2 time a week
2-2	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data looking at Low performing students, low income students, foster youth, african american students, ELL and Newcomer students.	weekly grade professional learning community for collaboration, data analysis, professional readings and planning time.
2-3	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to support low performing students and provide small group instruction and intervention in math	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	1 Cycle dedicated to Math instruction with Dedicated PD and PLC Time, Principal/Teacher Math Data Conference

2-4	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic goals for math, and provide individualized feedback with corrective action plans for low performing students, african american students, latino students and low-income students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	teachers implement use of student goal form, teacher confere with students and provided small group instruction for intervention and acceleration, students able to share their goals for math
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CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Attendance	School Chronic Absenteeism will decrease to 8%			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	17.0%	15.0%	13.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				
Theory of Action for Conditions for Student & Adult Learning Priority:	If staff and teachers are provided Professional Development on school wide PBIS expectations and Restorative Justice Practices, 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.				
#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?</i>	LEADERSHIP ACTIONS <i>What will school leaders do? What staffing and resources are needed?</i>	EVIDENCE OF IMPACT <i>How will we know it's working?</i>		
3-1	T2: Teachers differentiate instruction for all students for reading and math providing small group instruction, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	teacher implements reader's workshop, writer's workshop and math workshop, provides hands on learning experiences for science, provides content language word banks with visual and realia, provides students opportunities to engage in collaborative group work and academic instruction		

3-2	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	COST meets weekly to address student needs, RJ facilitator support implementation of RJ practices school wide, 100% of teacher implement community building circles, PBIS Team meets bi-monthly to support school wide implementation on PBIS		
3-3	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Adult ESL Family Literacy class, month parent engagement events (Coffee with principal, parent workshops, SSC, SELL)		
3-4	T4: Teachers engage families of TK and Kindergarten students in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning setting learning goals for reading and math	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures to hold a TK/K orientation at the begining of the school year and a workshop on the importance of attendance in TK and K.	TK/K parent orientation event, Tk/K parent workshop on attendance		
3-5	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher confernces , strategic goal setting and providing feedback with corrective action for students	teacher implement use of student goal form, teacher confere with students and provided small group instruction for intervention and acceleration		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	EL Reclassification	All ELLs will make progress towards reclassification.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	6.0%	9.0%	12.0%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor ELPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.		
Theory of Action for English Language Learners Priority:	If we provide explicit Designated systematic English Language Development and integrated ELD based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.		
#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?</i>	LEADERSHIP ACTIONS <i>What will school leaders do? What staffing and resources are needed?</i>	EVIDENCE OF IMPACT <i>How will we know it's working?</i>
4-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor English Language Learner students learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning for English language learners	teachers will use content language objectives in their daily lessons, student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective
4-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	teacher provides opportunity for students to work collaboratively and engage in academic discussion, teacher pulls student for small group intervention when needed
4-3	Teachers will differentiate instruction for newcomer students to ensure access to grade level curriculum	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	School will provide leveled designated eld instruction for newcomer students. Teacher provides opportunity for students to work collaboratively and engage in academic discussion, teacher pulls student for small group intervention when needed

4-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>Adult ESL Family Literacy class, month parent engagement events (Coffee with principal, parent workshops, SSC, SELL)</p>
4-5	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students</p>	<p>teachers implement use of student goal form, teacher confer with students and provided small group instruction for intervention and acceleration</p>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 117

School: Fruitvale Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Surplus, to be used for contract with afterschool provider	Literacy	A1.6 After School Programs	4399				117-1
\$7,430.22	General Purpose Discretionary	Extended contracts	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1120				117-2
\$4,953.48	General Purpose Discretionary	Subs for teachers	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1150				117-3
\$990.70	General Purpose Discretionary	Custodial overtime	Literacy	A3.3 Family Engagement focused on Literacy Development	2225				117-4
\$30,000.00	General Purpose Discretionary	Supplies	Mathematics	A2.1 Implementation of the CCSS & NGSS	4310				117-5
\$10,950.60	General Purpose Discretionary	Surplus	n/a	n/a	4399				117-6
\$6,000.00	General Purpose Discretionary	Maintenance agreement; materials	Literacy	A2.1 Implementation of the CCSS & NGSS	5610				117-7
\$400.00	General Purpose Discretionary	Postage	Attendance	A6.4 Parent/Guardian Volunteer Support	5724				117-8
\$4,605.94	LCFF Supplemental	Books other than textbooks to support differentiation and level reading instruction.	Literacy	A2.3 Standards-Aligned Learning Materials	4200				117-9

\$2,000.00	LCFF Supplemental	Technology (Chromebook cart) to support student blended learning, intervention, differentiation and acceleration.	Mathematics	A3.1 Blended Learning	4410				117-10
\$48,567.00	LCFF Supplemental	Restorative Justice coordinator	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				117-11
\$4,000.00	LCFF Supplemental	Contract with Faith Network to provide reading intrvention for low performing students.	Literacy	A3.2 Reading Intervention	5825				117-12
\$10,000.00	LCFF Supplemental	Contract with Lincoln Child Center to provide support to school culture and climate with direct services to students and indirect services through COST participation, teacher consultation, and professional development.	Attendance	A2.2 Social Emotional Learning	5825				117-13
\$6,000.00	LCFF Supplemental	Site licensing	Mathematics	A3.1 Blended Learning	5846				117-14
\$13,735.60	LCFF Supplemental	EEIP - additional day of EEIP teacher for addional teacher release time for professional development, teacher collaboration and participation in professional learning communities.	Mathematics	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0106	0.20	117-15
\$21,538.08	LCFF Supplemental	To be used for a Recess Coach to support positive play for students and teach social emotional skills needed for positive interactions and good sportsmanship fostering a safe environment to promote everyday attendance.	Attendance	A2.2 Social Emotional Learning	4399				117-16
\$106,386.15	LCFF Supplemental	TSA (ITL) to support teacher professional development, coaching and implementation of CCSS. Support student intervention and acceleration.	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1119	11 MONTH CLASSROOM TSA	C11TSA9999	1.00	117-17
\$8,133.66	Title I: Basic	Technology (Chromebook cart)	Mathematics	A3.1 Blended Learning	4410				117-18

\$24,302.00	Title I: Basic	School Psychologist (1 day/week) to support school culture and climate, support COST, SST and student behavioral and academic intervention.	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	5734				117-19
\$45,286.40	Title I: Basic	STIP - to provide release time for teacher collaboration and professional development. Support with student intervention and acceleration and opportunities for blended learning.	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TEACHER STIP	TCSTIP0660	1.00	117-20
\$1,411.51	Title I: Parent Participation	Supplies and materials for parent workshops and family engagement events to support students	Literacy	A6.5 Academic Parent-Teacher Communication & Workshops	4310				117-21
\$500.00	Title I: Parent Participation	Refreshments, small refreshment for parent workshops and events to support family engagement.	Literacy	A6.5 Academic Parent-Teacher Communication & Workshops	4311				117-22



Title I School Parental Involvement Policy 2017-18

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Fruitvale Elementary agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Every School year during Back to School Night.
Power point presentation with translation.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Morning school hours and after school on a monthly basis.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

During Annual Title 1 meeting and monthly at SSC meetings and coffee with the Principal.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

During Annual Title 1 meeting and monthly at SSC meetings and coffee with the Principal through power point presentations, informal and formal discussions.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

During Annual Title 1 meeting and monthly at SSC meetings and coffee with the Principal through power point presentations, informal and formal discussions.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

During Annual Title 1 meeting and monthly at SSC meetings and coffee with the Principal through power point presentations, informal and formal discussions.

School-Parent Compact

(Name of school) Fruitvale Elementary :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Fruitvale Elementary;

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

Parent Workshops, Coffee with the Principal, SSC meetings, Parent Literacy Class, Parent Restorative Justice meetings, Family Literacy night. Parent teacher conferences

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

(In the box below, briefly describe or bullet how this happens at your school.)

Parent Workshops, Coffee with the Principal, SSC meetings, Parent Literacy Class, Parent Restorative Justice meetings, Family Literacy night. Parent/Teacher Conferences

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Weekly Professional Development and monthly staff meetings. New Teacher Coaching.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Parent Workshops, Coffee with the Principal, SSC meetings, Parent Literacy Class, Parent Restorative Justice meetings, Family Literacy night. Parent/Teacher Conferences

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Robo calls, Monthly Calendar, Quarterly Newsletter, flyers in English, Spanish and Arabic Translation also available at meetings.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Translation available at meetings
Handouts and power point presentations

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Translation available at meetings
Handouts and power point presentations also translated when possible



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Fruitvale Elementary School Site Council on (Date) 2/16/18 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The (Name of school) Fruitvale Elementary 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

2/16/18

(Date)

Fruitvale
School Name

Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



2017-2018
School Site Council Membership Roster – Elementary

School Name: Fruitvale Elementary

Chairperson : Ingrid Garcia
Vice Chairperson: Fatima Ahmed
Secretary: Genaro Castillo

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Patricia Velez-Ceja	X			
Ingrid Garcia				X
Pedro Alfaro				X
Bliquis Ghanem				X
Joel Funes				X
Fatima Ahmed				X
Genaro Castillo		X		
Nina Morente		X		
Sophia Kinsley		X		
Sharon Haynes			X	

Meeting Schedule (day/month/time)	Last Friday of the month
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SSC Legal Requirements: (Ed. Code 52852)

- 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;
- Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community