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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Fruitvale Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School



2021-2022 School Plan for Student Achievement (SPSA)

School: Fruitvale Elementary School
CDS Code: 1612596001838
Principal: Eugene Stovall IV
Date of this revision: 5/14/2021

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: Eugene Stovall IV	Position: Principal
Address: 3200 Boston Avenue Oakland, CA 94602	Telephone: 510-535-2840 Email: eugene.stovall-iv@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Fruitvale Elementary School

Site Number: 117

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/14/2021

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:

Eugene A. Stovall IV <i>Principal</i>	<i>Eugene A. Stovall IV</i>	Signature	<u>5/14/2021</u> Date
Michael Gomez <i>SSC Chairperson</i>	<i>Michael Gomez</i>	Signature	<u>5/14/2021</u> Date
LaResha Martin <i>Network Superintendent</i>	<i>LaResha Martin</i>	Signature	<u>6/3/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/3/2021</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/5/2021	SSC & SELLS combined	Shared rationale and overview of site plan.
3/1/2021	Leadership Team	Part 2 Annual Review and Update
3/5/2021	SSC and SELLS Combined	Part 2 Annual Review and Update
5/14/2021	SSC and SELLS Combined	SPSA Approved

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

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

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$99,630.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$524,235.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$91,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$15,660.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,430.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$205,700.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$36,300.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,075.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$99,630.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$424,605.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$524,235.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School: Fruitvale Elementary School		School ID: 117
School Description		
<p>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.</p>		
School Mission and Vision		
<p>Vision</p> <p>We expect to win by keeping the end-goal of successful, life-long learners at our core, preparing students to meet the demands of the future while honoring heritage and cultural diversity. (work in study habits)</p> <p>Mission</p> <p>Fruitvale Superstars are dedicated to creating a thriving, friendly, and collaborative learning community through rigorous instructional strategies and social emotional learning. (work in pursuit of personal passion)</p> <p>Core Values</p> <p>We instill the core values of respect, responsibility, and safety, all in the service of children and their families</p>		
1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	<p>ELA I Ready MOY 2021 33% Prof. 34% App. 34% At risk- Growth of 12% from BOY</p>	<p>- Familiarity with the platform increases. - More synchronous assesment facilitation towards the MOY. - Parents had more of an understanding with I Ready. A lot of teacher praise.- Being used to online platforms in general. Scaffolding I Ready lessons of support</p>

<i>Focal Student Supports</i>	ELA I Ready MOY AA- 29% Prof. Highest out of any ethnic group at Fruitvale Elementary	- These particular students are speaking English in their homes. No issues with translation of asynchronous work. Increased parent engagement weekly based on school initiatives.
<i>Student/Family Supports</i>	Weekly townhall meetings, monthly parent meetings, SSC, PTO, Website, Call forwarding services, Parent Engagement Trackers	- Communication between families and staff has been much more common since the pandemic. Constant praise of students during townhall meetings. Students seem to be very engaged. Raffles, jokes, announcements, aligns the culture of our school setting. Getting parents engaged to speak with teachers during PTO meetings. Get a gauge of what the community needs. Staff reaching out within engagement tracking weekly.
<i>Staff Supports</i>	PD, PLC happen weekly. PD is once per week and PLC's are three times per week. Engagement Tracker. Digital tools. Support staff to assist teachers.	- Level of frequency has allowed for us to learn new things as a staff; mini cycles, SWUN Math curriculum. Digital tools supported facilitation of lesson. Collaboration of time with teachers has been more helpful because there is more time. huge increase in rigor.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<p>Math K- Pacing 1- Pacing - Approx. 3 units behind In Trimester 1 work. 2- Pacing - Approx. 1.5 units behind but in Trimester 2 work. 3- Pacing - Approx. 1 unit behind in Trimester 2 work. 4- Pacing- Approx. 2 units behind in Trimester 1 work. 5- Pacing- Approx. 3 units behind in Trimester 1 work.</p> <p>ELA RI MOY- 18.3% prof. Or Adv. drop of 6.7% from the previous year.</p>	- As a site we are still norming assessment protocols using SWUN math. - We do not have any SBAC data to support in math or ELA from last year. - SWUN math teachers did not receive curriculum until early October which slowed pacing. - RI is mostly a vocabulary. It is very easy to move through it. Poor testing environment. (Finding quiet places in the house to test can be a challenge)

<p><i>Focal Student Supports</i></p>	<p>ELA SPED 19% prof. or adv. MOY I Ready and ELL students 17% prof. or adv.</p>	<p>These particular students are not speaking English in their homes as a general rule of thumb ELL. SPED students are not able to get the full fidelity of testing accommodations. That was more a sign of COVID. Less time to complete designated ELD... body language was hard to read over zoom. Bandwith and audio quality is a huge issue. Students may hear only 1 out of every 5 words that I am stating.</p>
<p><i>Student/Family Supports</i></p>	<p>PTO</p>	<p>Homeroom parents may have been underutilized or purpose unclear within PTO. Inconsistency with parent involvement. Fundraising has been difficult.</p>
<p><i>Staff Supports</i></p>	<p>Switching from weekly schedule submission to DuFurs method four week Mini Cycles: What do you expect for your students to learn? (GOALS/EXPECTATIONS) i.e. increased vocabulary, comprehension in all academic areas, technology; interactive websites, predicting, imaging, inferring, questioning, summarizing, connecting etc. How will we know that they are learning? (ASSESSMENT) i.e. math student work evaluations, rubric checklist, class participation, Number Talk, Math student work evaluations, etc. How will we respond when they do not learn? (INTERVENTION) i.e. Targeted Intervention, differentiation of instruction, flexible grouping, immediate feedback, teacher shared strategies, choice boards, etc. How will we respond if they already know it (GIFTED) i.e. high level centers, vocabulary work, games, separate curriculum, picture/writing journals etc.</p>	<p>Purpose was not clear at first. What outcomes are we trying to achieve as a site was also unclear. This initiative did not begin until the second trimester.</p>

1C: 20-21 STUDENT GOALS & TARGETS

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

<p>School Goal for May 2024:</p>	<p>Goal 1: By May 2024 all students will show 1 year of growth per year as measured by the I-Ready online reading assessment (K-2, Reading Inventory Grades 3-5)</p>
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Instructional Focus Goal: <i>All students experience success in the early years.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	52.6%	52.6%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	55.7%	55.7%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	55.7%	55.7%
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-73 (Spring 2019)	n/a	-53.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	49.8%	Coming soon	60.0%
IAB ELA at or above Standard	All Students	n/a	7.1%	n/a	30.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	I-Ready 40%	I Ready 50%
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-71.6
IAB Math Above Standard	All Students	n/a	13.0%	n/a	TBD
CAST (Science) at or above Standard	All Students	n/a	2.0% (Spring 2019)	n/a	TBD

Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	SWUN MATH 30%
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Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: Goal 1: By May 2024 focal students will show 1.5 years of growth per year as measured by the I-Ready online reading assessment (K-2, Reading Inventory Grades 3-5)

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-111.5 (Spring 2019)	n/a	na
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-51.6 (Spring 2019)	n/a	na
Grades 3–5 at or above Mid-Grade (i-Ready)	Students with Disabilities	tbd	n/a	20.0%	35.0%
Grades 3–5 at or above Mid-Grade (i-Ready)	Latino/a Students	tbd	n/a	19.0%	30.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	53.2%	50.0%	45.0%

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-118.4 (Spring 2019)	n/a	-98.4
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-66.8 (Spring 2019)	n/a	-46.8

Grades 3–5 at or above Mid-Grade (i-Ready)	Students with Disabilities	n/a	n/a	TBD	TBD
Grades 3–5 at or above Mid-Grade (i-Ready)	Latino/a Students	n/a	n/a	TBD	TBD

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	11.0%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

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

School Goal for May 2024: By May 2024, all students will be able to build relationships to feel connected and engaged in learning as referenced by attendance and URF data.

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	72.3%	n/a	72.3%
Suspensions	All Students	-2pp	1.1%	n/a	1.1%
Suspensions	African-American Students	-2pp	2.8%	n/a	2.8%
Suspensions	Students with Disabilities	-2pp	2.4%	n/a	2.4%
Chronic Absence	All Students	-2pp	27.5%	n/a	39.0%
Chronic Absence	African-American Students	-2pp	42.9%	n/a	48.8%

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

School Goal for May 2024: By May 2024 all staff will be able to use DDI to be able to reteach student tasks at grade level.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	80.0%	90.0%
Teacher Retention	All Teachers	n/a	79.8% (Fall 2020)	80.0%	90.0%

1D: IDENTIFIED NEED
 To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES
 The resource inequities specifically relate to human resources as well as access to technology across grade levels. We have planned professional learning communities every week for every grade level, for 50 minutes a week, however identifying coverage is difficult because we only have one STIP sub for most of the year. If we could keep the two extra STIPs that we have, we could guarantee that teachers would get their PLC time to work on analysis of assessments and student work samples, long range unit planning, and differentiation of instruction. We are looking to increase PLC time from 1 time per week to twice per week. We are also looking to bolster the math and ELA instruction by using more of the online enrichment programs that are offered on our chromebooks. We are looking for a 1-1 ratio of chromebooks to students. Right now our ratio is 1-2. This will allow students to access these programs more frequently.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS
 To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

SPSA STAKEHOLDER ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2020	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2020	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2020	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2021	Faculty & SSC combined	Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
2/6/2021	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on goals and activities to increase SPED student achievement.

Involvement Process for the SPSA and Annual Review & Update:

Date	Stakeholder Group	Engagement Description
2/5/2021	SSC & SELLS combined	Shared rationale and overview of site plan.
3/1/2021	Leadership Team	Part 2 Annual Review and Update
3/5/2021	SSC and SELLS Combined	Part 2 Annual Review and Update
5/14/2021	SSC and SELLS Combined	SPSA Approved

School: Fruitvale Elementary School		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		Attendance	
Theory of Change:	If we identify goals for the reduction of chronically absent and tardy students, establish an attendance team that identifies those students and provide ongoing family engagement opportunities with families to celebrate good attendance as well as attendance issues that are consistent with district policy for SART and SARB processes for families, then all students will come to school on time everyday and our chronic absent and tardy rates will decrease.		
Related School Goal:	All students build relationships to feel connected and engaged in learning.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Identifying attendance challenge every month at our townhall meetings. SART and SARB process for students who have more than 10 absences for the year. Attendance meets every week to address the chronic absence challenges. There is face contact to make sure that students understand the importance of attendance.			
What evidence do you see that your practices are effective?			
Chronic absenteeism rates have been the best in recent history considering that we are in a pandemic. Even if students are not logging into zoom class, as long as they are having asynchronous work completed, they are still marked present for the day. We meet every Tuesday as an attendance team to review students who are moderately or severely absent. Our Tier I strategies are in place of taking attendance first thing, identifying students who are not engaged on our internal tracker, and having teachers reach out to parents weekly with any forms of communication such as talking points, phone calls, text messages and classroom dojo. Parents seem to appreciate the weekly check ins and it has helped families stay connected to Fruitvale during this difficult time period.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
We need to continue to utilize a form of consistent family outreach for next year, maybe not weekly but bi weekly would suffice. We will continue to provide attendance raffles for students with perfect attendance throughout the month. We need to designate a team for CICO (check in check out) as a tier 2 strategy, especially as we embark on this hybrid learning/ in class instruction as a tier 2 metric. We need to create a specific schedule to create home visits for students especially the ones that are not engaged and have chronic absenteeism as a tier 3 strategy. (Will add later where these changes can be found within the SPSA)			
20-21 Standards-Based Instruction Priority:		Mathematics	
Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).		
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

20-21 primarily focused on providing teachers with a crash course with utilizing our new curriculum SWUN Math which has allowed us to have individual training from a math coach who facilitated lessons using best practices for teachers to observe, the use of technology, and how to maximize learning time over zoom meetings. Teachers began to write mini cycle plans; every four weeks they would submit a plan outlining a summative task at the end of those four weeks. During that fifth week, teachers would analyze data from the summative tasks and create small groups for targeted instruction along the lines of missed standards that needed to be retaught. SMARTe goals were established at the beginning of each mini cycle, along with a description of student expectations for completing their summative tasks.

What evidence do you see that your practices are effective?

The evidence that shows practices are effective for teachers is submission of unit plans, aligned instruction, summative tasks linked to performance tasks and constructed response tasks housed within the SWUN curriculum. There needs to be some more work done around the alignment of SMARTe goals, how to facilitate the identification of them for students, how to align rubrics/scoring sheets and targeted instruction for students in small groups. We need to utilize the interventions more in the use of I Ready My Pathway lessons to support students in understanding the standards that they are being retaught.

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

The major change that needs to be identified to meet this goal is ensuring that all grade levels have the same pacing from the start of the year to the end at least at grade level standards. Our shelter in place order got us off to a slow start. We also need to make sure that we establish dates for when each unit of study will be covered throughout the year in math. This should take place during either pre service week or the first two weeks of school since they will be half days for teachers to create their year long scope and sequence.

20-21 Language & Literacy Priority: Literacy

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

Related School Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

20-21 primarily focused on providing teachers with a crash course with utilizing our new testing platform, i Ready. They were trained via webinars on Zoom meetings. And like math, teachers began to write mini cycle plans; every four weeks they would submit a plan outlining a summative task at the end of those four weeks. During that fifth week, teachers would analyze data from the summative tasks and create small groups for targeted instruction along the lines of missed standards that needed to be retaught. SMARTe goals were established at the beginning of each mini cycle, along with a description of student expectations for completing their summative tasks.

What evidence do you see that your practices are effective?

<p>The evidence that shows practices are effective for teachers is submission of unit plans, aligned instruction, summative tasks linked to performance tasks and constructed response tasks housed within the ELA curriculum. There needs to be some more work done around the alignment of SMARTe goals, how to facilitate the identification of them for students, how to align rubrics/scoring sheets and targeted instruction for students in small groups especially if we are using Lucy Caulkins, which is not a preferential curriculum on our site. We need to utilize the interventions more in the use of I Ready My Pathway lessons to support students in understanding the standards that they are being retaught, Epic Books, News ELA and No Red Ink.</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	
<p>The major change that needs to be identified to meet this goal is ensuring that all grade levels have the same pacing from the start of the year to the end at least at grade level standards. The focus should be narrative writing during the first trimester, informational text during the second trimester and expository text during the third trimester. Our shelter in place order got us off to a slow start. We also need to make sure that we establish dates for when each unit of study will be covered throughout the year in ELA. This should take place during either pre service week or the first two weeks of school since they will be half days for teachers to create their year long scope and sequence.</p>	
<p>20-21 Conditions for Adult Professional Learning Priority: Professional Learning Communities (PLCs)</p>	
<p>Theory of Change:</p>	<p>If teachers are planning in departments and grade level teams analyzing formative assessments including reteaching lessons as a whole group, small group and one to one interaction, identifying 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 students will maintain a higher level of proficiency for formative and summative tasks.</p>
<p>Related School Goal:</p>	<p>All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.</p>
<p>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	
<p>This past school year we had the luxury of having three PLC's per week; grade level PLC's Tuesdays and Thursdays along with our common PLC prep on Wednesdays after our PD time. We will undoubtedly not have that much time this upcoming school year when we come back to site because of coverage issues during those times to free up teachers for support. We will need to become creative especially when we have multiple teachers absent without any subs to cover classes. As mentioned within the other goals of math and ELA, we created 4-5 week mini cycles where teachers established their summative tasks, their four week cycle plans, SMARTe goals, and rubrics at the beginning of the cycle. The following criterion need to be identified within each mini cycle plan; date, content language objective, standard, vocabulary, questions, small groups, and assessments.</p>	
<p>What evidence do you see that your practices are effective?</p>	

<p>The submission of unit/mini cycle plans has improved drastically over the year with most components being submitted on time. Teachers still need professional development around the importance of writing a SMARTe goal, identifying a scoring sheet/rubric and how to impart that knowledge to each child throughout the course the cycle plan. There also needs to be more development around how to support students with their usage of vocabulary and their ability to communicate and articulate their thinking so that classrooms are more student centered with less teacher talk.</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	
<p>Combo class increase will determine how PLC configurations look. Members of LT may need to hold classes to support teacher coverage.</p>	
<p>20-21 Conditions for English Language Learners Priority: EL Reclassification</p>	
<p>Theory of Change:</p>	<p>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.</p>
<p>Related School Goal:</p>	<p>English Learner students continuously develop their language, reaching English fluency in six years or less.</p>
<p>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	
<p>Teachers used 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. The idea was for teachers to provide opportunities for students to work collaboratively and engage in academic discussion, although this has been difficult to do within small groups over zoom meetings. Adult ESL Family Literacy class, month parent engagement events (Coffee with principal, parent workshops, SSC, SELL). Teachers implement use of student goal form, teacher confer with students and provided small group instruction for intervention and acceleration.</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>Teachers were teaching ELD classes for thirty minutes a day for five days a week before COVID, but with the changes of synchronous vs. asynchronous instruction, it became increasingly more difficult to keep up with this practice given the issues accessing technology. Students are required engage in listening and speaking strategies that identify best practices for language acquisition.</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	
<p>Use California ELD/Framework #1 Students need to (1) Use English Purposefully. (2) Interact in Meaningful Ways. (3) Understanding How English Works. Teachers need professional development on the 10 essential features of ELD instruction; (1) Intellectual Quality. (2) Academic English Focus. (3) Extended Language Interaction. (4) Focus on Meaning (5) Focus on Forms. (6) Planned and Sequenced Events. (7) Scaffolding. (8) Clear Lesson Objective. (9) Corrective Feedback. (10) Formative Assessment Practices. Data Works - Repetition and checking for understanding. Cultural connectivity... (write in your home language... teachers translate the prompt into target language specifically for new comer students... (Create a system where students can help in other classes to feel more connected with the school site)</p>	
<p>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</p>	

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

Significant changes that were made revolve around new curriculum in SWUN math and I-Ready assessments in ELA and Math. Changes were made in order to have a more specific set of standards that our school site could address in departments as well as grade level teams. We were able to anchor these changes by providing students with targeted instruction and reteaching from data analysis of summative assessments every five weeks starting in the second trimester.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: Fruitvale Elementary School				School ID: 117	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices		
District Strategy: Building CONDITIONS FOR STUDENT LEARNING					
School Priority ("Big Rock"):		Attendance			
School Theory of Change:		If we identify goals for the reduction of chronically absent and tardy students, establish an attendance team that identifies those students and provide ongoing family engagement opportunities with families to celebrate good attendance as well as attendance issues that are consistent with district policy for SART and SARB processes for families, then all students will come to school on time everyday and our chronic absent and tardy rates will decrease.			
Related Goal(s):		All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:		All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	Assesses current perception of family engagement from staff and family perspectives and implements feedback system.	Agendas, protocols, notes, and/or observations/videos that demonstrate: o Use of family engagement surveys/data to develop plans. o Use of data from principal-led focus groups on family engagement/perceived needs of the school.	Math K- Pacing 1- Pacing - Approx. 3 units behind In Trimester 1 work. 2- Pacing - Approx. 1.5 units behind but in Trimester 2 work. 3- Pacing - Approx. 1 unit behind in Trimester 2 work. 4- Pacing- Approx. 2 units behind in Trimester 1 work. 5- Pacing- Approx. 3 units behind in Trimester 1 work. ELA RI MOY- 18.3% prof. Or Adv. drop of 6.7% from the previous year.	Tier 1

1-2	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	Assesses current environment and determines and implements plan to create an inclusive, supportive, and welcoming environment for all families.	Agendas, protocols, notes, and/or observations/videos that demonstrate: Increase in attendance at family workshops. o Professional learning on cultural competence, family partnership, and engagement.	ELA SPED 19% prof. or adv. MOY I Ready and ELL students 17% prof. or adv.	Tier 1
1-3	Staff can explain how new policies are integrated into the school and support the vision.	Establishes appropriate legal, personnel, and support structures in programs for special education, English Learners, Foster Youth, and socially economically disadvantaged students.	Documents showing compliance with and communication about requirements for Special Education to stakeholders 75% of deliverables	ELA SPED 19% prof. or adv. MOY I Ready and ELL students 17% prof. or adv.	Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics				
School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC.				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

<p>2-1</p>	<p>Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.</p>	<p>Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>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</p>	<p>Switching from weekly schedule submission to DuFurs method four week Mini Cycles: What do you expect for your students to learn? (GOALS/EXPECTATION S) i.e.increased vocabulary, comprehension in all academic areas, technology; interactive websites, predicting, imaging, inferring, questioning, summarizing, connecting etc. How will we know that they are learning? (ASSESSMENT) i.e. math student work evaluations, rubric checklist, class participation, Number Talk, Math student work evaluations, etc. How will we respond when they do not learn? (INTERVENTION) i.e. Targeted Intervention, differentiation of instruction, flexible grouping, immediate feedback, teacher shared strategies, choice boards, etc. How will we respond if they already know it (GIFTED) i.e. high level centers, vocabulary work, games, separate curriculum, picture/writing journals etc.</p>	<p>Tier 1</p>
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<p>2-2</p>	<p>Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy</p>	<p>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.</p>	<p>Weekly grade professional learning community for collaboration, data analysis, professional readings and planning time.</p>	<p>Switching from weekly schedule submission to DuFurs method four week Mini Cycles: What do you expect for your students to learn? (GOALS/EXPECTATIONS) i.e.increased vocabulary, comprehension in all academic areas, technology; interactive websites, predicting, imaging, inferring, questioning, summarizing, connecting etc. How will we know that they are learning? (ASSESSMENT) i.e. math student work evaluations, rubric checklist, class participation, Number Talk, Math student work evaluations, etc. How will we respond when they do not learn? (INTERVENTION) i.e. Targeted Intervention, differentiation of instruction, flexible grouping, immediate feedback, teacher shared strategies, choice boards, etc. How will we respond if they already know it (GIFTED) i.e. high level centers, vocabulary work, games, separate curriculum, picture/writing journals etc.</p>	<p>Tier 2</p>
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<p>2-3</p>	<p>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, opportunities for extended learning.</p>	<p>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.</p>	<p>1 Cycle dedicated to Math instruction with Dedicated PD and PLC Time, Principal/Teacher Math Data Conference</p>	<p>Switching from weekly schedule submission to DuFurs method four week Mini Cycles: What do you expect for your students to learn? (GOALS/EXPECTATIONS) i.e.increased vocabulary, comprehension in all academic areas, technology; interactive websites, predicting, imaging, inferring, questioning, summarizing, connecting etc. How will we know that they are learning? (ASSESSMENT) i.e. math student work evaluations, rubric checklist, class participation, Number Talk, Math student work evaluations, etc. How will we respond when they do not learn? (INTERVENTION) i.e. Targeted Intervention, differentiation of instruction, flexible grouping, immediate feedback, teacher shared strategies, choice boards, etc. How will we respond if they already know it (GIFTED) i.e. high level centers, vocabulary work, games, separate curriculum, picture/writing journals etc.</p>	<p>Tier 2</p>
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<p>2-4</p>	<p>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.</p>	<p>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 confere with students and provided small group instruction for intervention and acceleration, students able to share their goals for math</p>	<p>Switching from weekly schedule submission to DuFurs method four week Mini Cycles: What do you expect for your students to learn? (GOALS/EXPECTATION S) i.e.increased vocabulary, comprehension in all academic areas, technology; interactive websites, predicting, imaging, inferring, questioning, summarizing, connecting etc. How will we know that they are learning? (ASSESSMENT) i.e. math student work evaluations, rubric checklist, class participation, Number Talk, Math student work evaluations, etc. How will we respond when they do not learn? (INTERVENTION) i.e. Targeted Intervention, differentiation of instruction, flexible grouping, immediate feedback, teacher shared strategies, choice boards, etc. How will we respond if they already know it (GIFTED) i.e. high level centers, vocabulary work, games, separate curriculum, picture/writing journals etc.</p>	<p>Tier 1</p>
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<p><i>District Strategy:</i> Developing LANGUAGE AND LITERACY Across the Curriculum</p>	
<p>School Priority ("Big Rock"):</p>	<p>Literacy</p>

School Theory of Change:		If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).			
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor ELLs, African Americans students, Foster Youth, Low-Income students, low-performing students 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	Tier 1 instructional supports Provide Tier 1 instructional supports: (e.g, academic vocab, anchor charts, scaffold, word walls)		Tier 1
3-2	Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Readers/Writers Workshop Implement a Readers/Writers Workshop model during part of the ELA block (e.g. Lucy Calkins Units of Study) .		Tier 2

<p>3-3</p>	<p>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.</p>	<p>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</p>	<p>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 . 4.2 6-week culture/climate plan Implement and use a 6-week School Culture and Climate plan that is revisited throughout the year</p>		<p>Tier 1</p>
<p>3-4</p>	<p>Teachers 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</p>	<p>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</p>	<p>Weekly PD, Agendas, PLC, Principal and TSA coaching and feedback documented</p>		<p>Tier 2</p>
<p>3-5</p>	<p>Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.</p>	<p>Principal and teacher leader and liaison will partner with ASP to provide feedback and support to ASP teachers and staff.</p>	<p>Weekly Check in Meetings with Program Coordinator, ASP plan</p>		<p>Tier 1</p>

3-6	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.	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		Tier 1
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Professional Learning Communities (PLCs)
School Theory of Change:	If teachers are planning in departments and grade level teams analyzing formative assessments including reteaching lessons as a whole group, small group and one to one interaction, identifying 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 students will maintain a higher level of proficiency for formative and summative tasks.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers regularly analyze and develop lessons that incorporate multiple kinds of data about student performance and their experiences of learning.	Principal coordinates with district to effectively use data and evidence for school improvement.	Principal holds regular data conferences aligned to assessment cycles in which teachers come prepared with data analysis and differentiation plan.		Tier 2

4-2	Teachers will document grading and scoring criteria, including rubrics and descriptors of grading practices across all grade levels and disciplines.	Engages teams in effective use of technology for data analysis and reporting to school community.	Principal/Lead Teams support staff to collaboratively determine school goals using multiple forms of data.		Tier 1
4-3	Teachers share grading and assessment practices with students and parents.	Works with leadership team to build capacity of teacher teams to collaboratively calibrate what constitutes high quality work and achieve common scoring and grading practices.	Data wall posted and used by principal and staff. Feedback/scripts for teacher observations note that teachers are planning and implementing lessons based on student data.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Reclassification
School Theory of Change:	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.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will teach a designated block of ELD for 30 minutes a day, 5 days a week.	Following up during observation and feedback and during coaching conversations	This will be identified on teacher schedules and structured during ELD times.		Tier 1
5-2	Teachers will use sentence starters, vocabulary instruction intergrated into lessons throughout the day.	Following up during observation and feedback and during coaching conversations	This will be identified on teacher schedules and structured during ELD times.		Tier 1

MTSS (Multi-Tiered System of Support) Plan			
<p>Directions: Please review the OUSD Multi-Tiered Systems of Support (MTSS) Framework for guidance on what your plan should include. You can review this sample planner for additional ideas. Below please identify the systems and teams that will be utilized to implement MTSS at your school site. specific resources that you are investing to address Tiers 1-3.</p> <p>RECOMMENDATION: Use the Strategies & Actions Tab to indicate the Practices and Supports that your site will use in your MTSS Plan.</p>			
	Tier 1	Tier 2	Tier 3
<p>Academic (At each tier) -What team(s) will review data at the school and classroom level? -What data will be used to measure impact and identify students for additional supports? -How will you monitor and improve practices at each Tier?</p>	<ul style="list-style-type: none"> - All staff (PD, PLC) -Data Conference Sheets will be reviewed once every five weeks identifying data from SWUN, Expeditionary Learning, I-Ready and SIPPS curriculums and platforms/ VMath and ASPIRE - 1:1 conferences with TSA and Principal for established routines, instructional minutes, adopted curriculum, mini cycle completion, observation and feedback. 	<ul style="list-style-type: none"> - Leadership Team/ Intervention Teacher and ISS/ Instructional Leadership Team - Small group intervention K-2 (SIPPS, Additional Math Instruction) 3-5 (Rewards/SIPPS Additional Math Instruction) - LT and ILT will provide students with the ability to have intervention groups outside of the classroom i.e. reading partners, extra SIPPS instruction, tutoring during after school program etc. 	<ul style="list-style-type: none"> - School Site Team/ COST Team/ - Consents for evaluation, anecdotal records, mini cycle data, district assessments. - Determine how the SST process is supporting the transition of students in gen ed to inclusion and mild mod SPED programs.
<p>Positive Climate & Culture (At each tier) -What team(s) will review data at the school and classroom level? -What data will be used to measure impact and identify students for additional supports? -How will you monitor and improve practices at each Tier?</p>	<ul style="list-style-type: none"> - All staff (PD/PLC) - Culture Plan, Parent Engagement Tracker - 1:1 with RCM and Principal discuss RJ practices, procedures, 3B's, Classroom Management, Parent Engagement Tracker 	<ul style="list-style-type: none"> - COST Team, Attendance Team - COST forms, URF's, SART's. - Hold regular weekly attendance and COST Meetings and then provide reports at Staff meetings, PD'PLC. 	<ul style="list-style-type: none"> - School Site Team/ COST Team/ - Cosents for evaluation, anecdotal records, mini cycle data, district assessments. - Determine how the SST process is supporting the transition of students in gen ed to inclusion and mild mod SPED programs.

Crosswalk of English Language Learner (ELL) Essential Practices with School Plan Actions

[ELLMA's Guide to Using the ELL Crosswalk](#)

Use this crosswalk to identify actions from your SPSA that align to ELL Essential Practices. Please visit this tab early and often in your planning process to identify any needed additions to your SPSA in order to address at least three elements of each practice of the Essential Practices for ELL Achievement. The Essential Practices are linked below for more details; you will also find links with resources that clarify each element. *Please note that you will not see anything in the Key Practices drop-down menu until you have entered practices into the "Part 3: Strategies & Actions" tab!*

Click here: [ELL Essential Practices](#)

	Key Action from School Plan	Aligned Element of Essential Practice
1. Access & Rigor	Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	1.8 [Elementary Only] Provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction.
	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, opportunities for extended learning.	1.3 Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.
	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor ELLs, African Americans students, Foster Youth, Low-Income students, low-performing students learning through multiple forms of authentic assessment to determine mastery.	1.2 Provide complex texts and tasks for ELLs in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK)
2. Designated and Integrated ELD	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.	2.2 Provide Integrated ELD. (See ELL Essential Practices for criteria.)
	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.	2.3 Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.

	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy	2.5 Provide opportunities for teachers to work together to identify the language demands in the content area standards and curriculum.
3. Data-Driven Decisions	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	3.1 Use student-focused observation protocols such as the 5x8 cards or ELL Shadowing to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes.
	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	3.3 Establish clear entrance and exit criteria for ELD or intervention courses and use data to make ongoing, flexible placement decisions.
	Following up during observation and feedback and during coaching conversations	3.6 Monitor progress of ELLs and recently reclassified students (within last two years) to ensure they are on-track to college and career readiness. Provide targeted support and intervention as appropriate.
4. Asset-Based	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	4.1 Recognize that bilingualism and biliteracy are assets, and provide opportunities for students to work toward earning a California Seal of Biliteracy upon high school graduation.
	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	4.5 Foster the teaching community’s awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students’ home cultures).
5. Whole Child	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.	5.1 Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking.
	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	5.4 Partner with social service and mental-health organizations to integrate school and community-based support for long-term and newcomer ELLs and their families. Ensure services are culturally sensitive.

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PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 117

School: Fruitvale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Substitutes	\$6,141	General Purpose Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.	117-1
Classified Support Salaries: Overtime	\$1,491	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-2
Supplies	\$5,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	117-3
Copier	\$3,028	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	117-4
TSA	\$91,706	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2787	11-Month Classroom TSA	0.70	Goal 1: All students graduate college, career, and community ready.	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, opportunities for extended learning.	117-5
Noon Supervisor	\$11,128	LCFF Supplemental	2905	Other Classified Salaries	6414	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Assesses current environment and determines and implements plan to create an inclusive, supportive, and welcoming environment for all families.	117-6
CSM	\$62,242	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7898	Program Mgr Community School	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	117-7

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 117

School: Fruitvale Elementary School

Certificated Teachers' Salaries	\$15,660	LCFF Supplemental	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	117-8
books	\$5,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	Enter position number at left.	n/a	Goal 1: All students graduate college, career, and community ready.	Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-9
supplies	\$812	LCFF Supplemental	4310	School Office Supplies	n/a	Enter position number at left.	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	117-10
to be allocated fall 2021	\$14,014	LCFF Supplemental	5825	Consultants	tbd	Enter position number at left.	tbd	tbd	tbd	117-11
CSM	\$41,495	LCFF Concentration	2305	Classified Supervisors' and Administrators' Salaries	7898	Program Mgr Community School	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	117-12
TSA	\$39,303	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2787	11-Month Classroom TSA	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal, TSA and leadership team to provide professional development and coaching to support teachers with differentiation and accommodations, interventions and accelerations and implementing readers and writers workshop, small group instruction and confering	117-13
STIP	\$60,311	Title I: Basic	1105	Certificated Teachers' Salaries	7201	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	117-14
Meeting Refreshments	\$0	Title I: Basic	4311	Meeting Refreshments	n/a	n/a	n/a	tbd	tbd	117-15
to be allocated fall 2021	\$0	Title I: Basic	5100	Subagreements For Services	n/a	n/a	n/a	tbd	tbd	117-16

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 117

School: Fruitvale Elementary School

Certificated Teachers' Salaries	\$0	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-17
Lincoln Child Center	\$6,075	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	117-18
After School Program	\$111,945	After School Education & Safety (ASES)	4399	Unallocated	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-19
supplies	\$31,723	Measure G: Library	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	117-20
Certificated Support Salaries	\$23,277	Measure G: Library	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	117-21



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.

[Fruitvale Elementary]

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Parents will have the opportunity to come to 2 different parent teacher conferences over the course of the school year; Nov. 16-20 from 1:30-4:00 and March 30-April 2 1:30-4:00.

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:

- Parents can be an active participant in the SSC (Student Site Council) which will collaboratively work on measures for the SPSA (Site Plan for Student Achievement)

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.

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

- Holding our annual meeting during our Family Engagement Meeting August 21, 2020 9:00am-10:00am.

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:

- Parents will have opportunities to voice opinions at monthly SSC meetings and at informal meetings Fridays from 9:00-10:00 monthly

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 monthly newsletters either through paper or through our digital systems including Talking Points and our website; fruitvaleschoolousd.org.

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 bimonthly meetings through our Parent Organization.
- Providing weekly meetings through Coffee with the Principal.

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:

- Providing parents and families with access to student curriculum and initiatives through our Fruitvale website, online distance learning platforms of CLEVER and Google Classroom.

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:

- Parent teacher Organization
- Family Engagement
- Assemblies
- SSC Meetings

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:

- Parents will have opportunities to voice opinions at monthly SSC meetings and at informal meetings such as parent engagement meetings weekly on Fridays.
- 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.
- During SSC meetings, members will have the opportunity to vote on how Title I funds will be used for improvement of programming offered at the school that aligns with our SPSA.

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:

- Holding SSC meetings that will focus on English Language Learners or adopt a subcommittee for English Language Learners.

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

- Parent teacher Organization
- Informal Parent Engagement Meetings
- Assemblies
- SSC Meetings

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:

- Literacy Night (TBD)
- Math Night (TBD)
- Volunteer opportunities.

Adoption

This policy was adopted by the (Fruitvale Elementary) School Site Council on (TBD) and will be in effect for the period of August 10, 2020 through May 28, 2021.

The school will distribute this policy to all parents on or before October 31, 2020.

Name of Principal: Eugene A. Stovall IV

Signature of Principal

A handwritten signature in black ink, appearing to read "Eugene A. Stovall IV". The signature is written in a cursive style with a large initial "E" and a distinct "IV" at the end.

Date

8/21/2020

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools. Thriving Students.

School-Parent Compact

[Fruitvale Elementary]

2020-21

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Collect lesson plans weekly.
 - Support teacher instruction by offering high quality professional development once a week.
 - Support teacher instruction by providing flex time common preparation for math and ELA once a week for each subject.
 - Teacher will have common PLC's once a week on Wednesdays for a period of 30 minutes on Wednesdays at the conclusion of their professional development.
 - Teachers will have additional release time of three hours over a period of 11 days for a total of 1.5 extra hours of contracted time.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - There will be a total of two site wide parent teacher conference schedules over the first and second trimester (1) November 16-20 and (2) March 30-April 2
- 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.**
 - Teachers will communicate student progress weekly through Zoom Meetings and Phone calls.
- 4) Provide parents reasonable access to staff.**

- Parents can schedule parent teacher conferences with teachers separate of the site wide parent teacher conference time frame with at least 24 hour prior notice to the teacher during a school day.
 - The site leader will make reasonable accommodations for classroom coverage if the conference happens to fall within the teacher's instructional block. (If distance learning is not applicable)
- 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.**
- Parents and family members will be able to come to the school site and work directly with their children's teacher on a voluntary basis through the Oakland ed fund.
 - Parents can work with the Parent Teacher Organization (PTO) to schedule opportunities to volunteer within classrooms.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- Providing parents and families with access to student curriculum and initiatives through our Fruitvale application EdOptim.
 - Math and ELA Expo (TBD)]
 - College and Career Expo (TBD)
- 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.**
- Teachers will have high level professional development focused on trauma informed practices, multi tiered systems of support (MTSS) and Student risk screening scale (SRSS)
- 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.**
- Providing parents and families with access to student curriculum and initiatives through our website fruitvaleschoolousd.org .
 - Leveraging Talking Points, Robo Calls, and newsletters translated into parent target languages.

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

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.

- Striving to feed my child a nutritious breakfast, lunch and dinner.
- Limiting the screen time of my child

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.

This Compact was adopted by the Fruitvale Elementary School on TBD, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 10/31/20.

Signature of Principal



Date

8/21/2020



Strategic Resource Planning (SRP)

Fruitvale ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Michael Gomez
Vice Chairperson:	Virginia Gilbert
Secretary:	Genaro Castillo

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
Eugene Stovall	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keren Ong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Rosen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Genaro Castillo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Krista Thompson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michelle Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia Gilbert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maisha English Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carla Rivas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: (Day/Month/Time)	First Friday 2:15-3:15
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SSC Legal Requirements (EC Sections 65000-65001):

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

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