

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Fruitvale Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Fruitvale Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Fruitvale Elementary School
CDS Code: 1612596001838
Principal: Patricia Ceja
Date of this revision: 6/5/2017

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

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

Contact: Patricia Ceja
Address: 3200 Boston Avenue
Oakland, CA 94602

Position: Principal
Telephone: 510-535-2840
Email: patricia.ceja@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Fruitvale Elementary School

Site Number: 117

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/8/2017

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|--|---|--|

Signatures:

Patricia Ceja

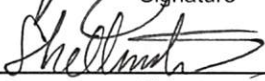
School Principal


Signature

5/8/17
Date

Shelley Mitchell

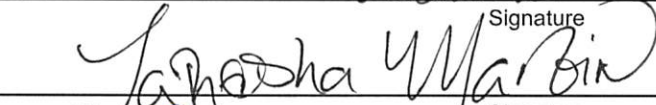
Print name of SSC Chairperson


Signature

5/8/17
Date

LaResha Martin

Network Superintendent


Signature

5/10/17
Date

Marcus Silvi

Coordinator, Office of Accountability Partners


Signature

5/25/17
Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/14/2016	Staff	Shared SPF and overview of site plan, began to flesh out teacher, leadership and organizational practices aligned to school goals.
1/23/2017	SSC	Conducted work session with SSC to flesh out teachers, leadership and organizational practices aligned to school goals.
2/7/2017	Staff	Sent Budget survey to staff to get input on school budgetting priorities.
2/13/2017	Faculty Council	Presented 17-18 Budget Allocations to staff, looked at possibe grade configurations and discussed budget survey for staff.
2/20/2017	Staff meeting	Discussed Budget and continued work on aligned of practices and school goals.
2/23/2017	District school Partners	Worked with district school partners to get feedback on site plan and ensure school goals and practices aligned to district goals compliant with budgeting restrictions.
3/24/2017	SSC	Finalized Title 1 budget and Site plan for approval.
4/24/2017	SSC	Finalize and correct SPSA based on Feedback received.
5/8/2017	SSC	Final Corrections based on feedback and Final approval.

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$60,704.73	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$226,109.88	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$383,443.45	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$53,099.28	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,778.22	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$54,877.50	\$0.00

PART A: ABOUT THE SCHOOL

School Description

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 Learning for Life afterschool program, Lincoln, Faith Network mentor readers and, new this year, we will also collaborate with Reading Partners. At Fruitvale, we believe that given the opportunity and desire, all students can learn and succeed.

School Mission and Vision

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

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

Each year, at least 5% of all students will move from their current performance level on SBAC ELA on the following performance levels: 5% from standard nearly met to standard met, 5% from below to standard nearly met.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	12.50%	16.75%	21.00%

Other Leading Indicators for Literacy:

We will progress monitor our growth using these indicators: Fountas and Pinnell Early Literacy Assessments and Reading Records and the Reading Inventory (SRI). We will give these assessments 3 times a year for all continuing students and administer at the beginning of the year for all students who are new to Fruitvale.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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On the Fall 2016 Assessment of the Fountas and Pinnell Benchmark Reading Assessment, 29.7% (as compared to 18.1% from Fall of 2015) of students in grades 1-5 were at or above grade level. 29.6% of AA students were at or above grade level on this same assessment. We saw growth on the pre and post writing assessments across classrooms, 21% of students who were writing below grade level on a pre-assessment given before a writing unit, increased their score by at least 1 on a rubric scaled score of 1-5.

On the ELA portion of the 2015-16 SBAC, only 11.9% of students were at grade level or above, we will need to grow this by at least 5% a year. Only 7.5% of AA students were at grade level or above on this assessment. On the Fall 2016 Reading Inventory (SRI) Assessment, only 9.6% of students were at standard met or exceeded. ONLY 10.3% of AA student were at standard met or exceeded on this assessment. Reclassification rates for English Learners is only 5.3% for 2015-16, this is down from 8.8% for 2014-15.

ROOT CAUSE ANALYSIS

While we have developed Intervention structures for students in grades K-3, there are limited interventions offered for 4th and 5th grade students. Teachers are implementing a Reading and Writing Workshop and are beginning to differentiate through small group instruction. We need to continue developing our Tier 1 Interventions in the classroom.

While we have Professional Learning Community (PLC) Structures in place, our processes for backwards planning, setting goals, and creating formative assessments need to be further developed and refined.

Students have limited access to technology (shared Chromebook carts), might benefit from more opportunities for online reading and writing. Students might benefit from small group testing environments with SRI.

We need to further support students in developing academic stamina.

We have Newcomer students and need to have a plan for supporting those students.

We need more professional learning opportunities on how to support English Learners through Systematic and Integrated ELD

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

Each year, at least 5% of all students will move from their current performance level on SBAC ELA on the following performance levels: 5% from standard nearly met to standard met, 5% from below to standard nearly met.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	6.25%	12.13%	18.00%

Other Leading Indicators for Mathematics:

We will progress monitor our growth using two indicators: Math Curriculum End of Unit Assessments (CEOUs) and the Math Inventory (SMI).

NEEDS ASSESSMENT for Mathematics:

STRENGTHS

CHALLENGES

On the Curriculum End of Unit Assessment in Math for Fall we have signs of strength in:

Kindergarten: 72% at Proficient or Advanced

1st Grade: 60% at Proficient or Advanced

3rd Grade: 42% at Proficient or Advanced

We saw less students at proficient or advanced in other grades:

2nd Grade: 20% at Proficient or Advanced

4th Grade: 6% at Proficient or Advanced

5th Grade: 4% at Proficient or Advanced

We analyzed these results during a Math PD Cycle and we are encouraged by our skills improving to meet the needs of students in Math

On the Math portion of the 2015-16 SBAC, only 6% of students were at grade level or above, we will need to grow this by at least 5% a year. Only 2.3% of AA students were at grade level or above on this assessment. Only 3.4% of students in grades 3-5 were at grade level or above on the Fall administration of the Math Inventory (SMI).

ROOT CAUSE ANALYSIS

While we have PLC Structures in place, our processes for backwards planning, setting goals, and creating formative assessments need to be further developed and refined.

Students have limited access to technology (shared Chromebook carts), might benefit from more opportunities for differentiated support in ST Math.

Students might benefit from small group testing environments with SMI.

Students need small group, differentiated instruction in the classroom.

We have Newcomer students and need to have a plan for supporting those students.

CULTURE & CLIMATE PRIORITY: Attendance

SCHOOL GOAL for Attendance:

Students will feel safe in school and motivated to attend school everyday and be in class on task as measured by a decrease in the Chronic Absence rate by 2% each year until we reach our goal of 8%.

SCHOOL TARGETS for Attendance:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	17.29%	16.79%	16.29%

Other Leading Indicators for Attendance:

We will monitor our Chronic Absenteeism rate and our Suspension rate throughout the year on a weekly basis using the Key Performance Indicator Reports (KPIs).

NEEDS ASSESSMENT for Attendance:

STRENGTHS

CHALLENGES

Our current Chronic Absenteeism rate is down to 11.9% in week 14 of the 2016-17 school year, this is the lowest that it has been in 3 years and is 2.7% compared to this same time in the 2015-16 school year.

Of the students who are chronically absent (missing more than 20% of school) and those students who are close to be chronically absent (missing 10-20% of school), the majority of those students (58%) are in Kindergarten and 1st grade. We still need to do continued outreach with families in these critical grades.

ROOT CAUSE ANALYSIS

We need to do more outreach to the families of Kindergarten and 1st Grade students
Our Attendance has improved greatly and we need to continue our current structures (e.g. Attendance Team) and consider other ways to monitor attendance

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

To increase parent involvement and participation in all school activities to support the academic success of all students and foster a positive school climate as measure by CHKS parent survey participation rate and performance status. Our goal is to have at least a 50% participation rate and maintain an overall Culture and Climate score of at least 85%.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent Participation Rate	All Students	37.00%	43.50%	50.00%

Other Leading Indicators for Family Engagement:

100% of our teachers will participate in Family engagement PD. We will hold a minimum of 5 parent workshops during the year. We will monitor attendance at the parent workshops and have them rate the quality of workshop at the end. We will maintain our functional SSC and complete the SSC Self-Assessment.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
The Parent Culture and Climate overall score on the School Performance Framework (SPF) is 89% and represents an 11% point gain.	Only 37% of parents participated on the California Healthy Kids Survey (CHKS) for the School Culture and Climate Indicators on the parent survey. Only 49% of students responded positively on the CHKS for the School Culture and Climate Indicators on the student survey. As of December of 2016 we have only held one parent workshop and do not currently have room parents for each classroom.

ROOT CAUSE ANALYSIS

We need to do more outreach to increase participation
We need to offer more family workshops focused on supporting students at home in the key content areas (Math, ELA, and Science)
We have invested in creating positive classrooms through PBIS, but, we need to continue to get feedback from students and figure out how to continue building on strengths
We need to continue building student's stamina for participating in challenging academics

ADDITIONAL PRIORITY: EL Reclassification

SCHOOL GOAL for EL Reclassification:

To increase EL reclassification from 5.8% to 10 % by ensuring protected time for designated ELD and ensuring that teachers are teaching integrated ELD through all core content.

SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	5.80%	8.80%	11.80%

Other Leading Indicators for EL Reclassification:

We will use SRI and F&P. During our science cycle we will use the Reflective assessment protocol to assess students progress in written language production and use formative assessment from SIRA to assess oral language production.

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
3.7% of our current students are Reclassified students. 37.2% of our students are ELL. Consistent systems in place to ensure all ELL are taking the CELDT.	Only 6% of ELL students reclassified in 2015-2016.

ROOT CAUSE ANALYSIS

Designated ELD is not being taught. Teachers did not have resources, curriculum to teach designated ELD. Teachers need training on new ELD standards. Limited data made available to teacher on who their ELD students are and their current levels.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we increase time for and refine our PLC time then we will increase our teachers capacity to teach standards aligned lessons that include high level task and focus on language and literacy. If we continue to use our focal five student strategy for indepth data analysis we will increase our ability to refine our teaching practices by focusing on formative assessments (student evidence). If we engage in 6 inquiry based cycles (at least 2 for ELA and 2 for Math and 1 for science) then we will increase teachers ability to use data to drive instruction. If we continue to use the Workshop model with a focus on small group instruction we will be able to differentiate instruction and meet students learning needs.
SCHOOL THEORY OF ACTION for Mathematics:	If we increase time for and refine our PLC time then we will increase our teachers capacity to teach standards aligned lessons that include high level task and focus on conceptual understanding of the standards. If we continue to use our focal five student strategy for indepth data analysis we will increase our ability to refine our teaching practices by focusing on formative assessments (student evidence). If we engage in 6 inquiry based cycles (at least 2 for ELA and 2 for Math) then we will increase teachers ability to use data to drive instruction. If we use the Workshop model with a focus on small group instruction we will be able to differentiate instruction and meet students learning needs.
SCHOOL THEORY OF ACTION for Attendance:	If we continue to support our chronically absent students with support services on campus then students and families will attend school daily. If we continue to correctly submit attendance, and we continue to consistently contact parents of absent students then we will increase daily school attendance.
SCHOOL THEORY OF ACTION for Family Engagement:	If we increase the opportunities for parents to participate in education workshops to support them in understanding school attendance, curriculum and assessments, then they will be more informed to be better support their students academic progress.
SCHOOL THEORY OF ACTION for EL Reclassification:	If we teach designated and integrated ELD through the content areas using language supports from the ELA/ELD framework then we will accelerate academic language learning and increase reclassification rates. In Science we will use the SIRA Elements for language supports. If we increase the opportunities for students to engage in academic discussions across the content areas then we will increase reclassification rates.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Data Driven Collaboration: Utilize cycles of inquiry to analyze reading and writing data and create instructional plans for whole group, small group and 1 on 1 conferring.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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1-1	<p>All teachers will implement all components of BAL including Reader's Workshop, Writer's Workshop, Word Study, Interactive Read alouds, Shared Reading and interactive/Shares writing ensuring students have plenty of time for independent reading and writing during Workshop. Teachers will follow scope and sequence for reading and writing units, create anchor charts, provide small group instruction to support differentiation, including differentiation for Gate and intervention for students below grade level. Teachers will also confer with students weekly. Weekly schedules will be set by each grade level identifying Reader's workshop block, Writer's workshop block, math, Science, PE and Designated ELD block. TK/Kindergarten and first grade teachers will include a literacy centers block.</p>	<p>Principal to observe classrooms daily and provide face to face feedback monitored by observation tracker. Weekly coaching of teacher by ITL (teacher coach) and Principal on planning, instruction and best practices. Feedback from observations and coaching session to be gathered in tracker to monitor supports in place for teacher and differentiation of teacher PD and record and reflect on instructional next steps. Lead walkthrough with ILT, and ITL to progress monitor teacher development and growth to help guide Professional Development. Use TGDS and OETF to support observations and feedback. ITL to serve as alternate observer for TGDS.</p>	<p>ILT will develop PD plan to support implementation and instruction for Reader's Workshop, Writer's Workshop, and Designated and Integrated ELD. PD plan will include Inquiry Cycles for reading and writing with a lens for diverse learners and differentiating instruction via best strategies and small group instruction and intervention. ILT will meet bi-monthly to collaboratively plan and set agendas for PD and engage in data analysis at the school site level. Teacher leaders will be identified for ELA, Math, Science and technology. Teacher leaders will serve as point persons to ensure full implementation of all adopted curriculum. Teacher leaders will be compensated to ensure full participation in all ILT meetings. Ensure teachers have access to working copier to support use of graphic organizers, assessment, reading logs, and copies for shared reading.</p>
1-2	<p>Teachers will establish Guided Reading groups using data and set weekly schedule for small group instruction. Teacher will establish a weekly schedule for conferring with students 1 on 1.</p>	<p>Facilitate grade level and individual teacher data conferences to analyze and inform instruction with support from ITL (Instructional Teacher Leader). Stip sub to provide release time for teacher to meet with principal and teacher coach.</p>	<p>Weekly PLC time for Grade level PLC Monthly PLC time by grade level or Program (ie. Sped teachers, inclusion partners) during school day with classroom coverage provided by subs, stip subs and additional day of prep teacher.</p>
1-3	<p>All teacher will ensure to assess students in a timely manner to ensure student data is current for progress monitoring and data analysis.</p>	<p>Monitor all assessments. Partner with district partners to ensure school is compliant with assessment calendar. Create data wall to monitor all data collected and progress monitor students.</p>	<p>ILT to set Assessment Calendar and ensure SRI and F&P given 3 times/year in alignment with district testing window.</p>

1-4	<p>Teacher will ensure to implement PBIS and RJ practices to support SEL and create a classroom environment conducive to learning and to support student with taking more ownership of their learning. Teacher will set necessary routines and structures to support instruction. In addition teacher will use the PBIS expectations lesson to establish classroom and learning expectations. All teachers will conduct daily morning circles to support establishment of positive classroom communities.</p>	<p>Conduct monthly walkthrough with a school culture climate focus looking for evidence of PBIS and RJ implementation. Weekly check-ins with RJ coordinator to discuss teacher and student supports and interventions. Partner with department of behavioral and mental health to coordinate RJ Tier 1 training for staff.</p>	<p>PBIS team to meet bi-monthly to plan monthly PD to support classroom management and foster positive school wide culture and climate that support tier 1 and tier 2 interventions that keep students in class learning. RJ coordinator to support work and teachers with consultation to support the RJ Tier 1 community building with RJ circles.</p>
1-5	<p>Teachers will provide daily opportunities for students to engage in independent reading and provide students with leveled books of student's choice and also books aligned to themes. Students will also have access to online reading sites to support independent reading. Students will have baggies or boxes with their leveled books. Teacher will monitor students independent reading through conferring, reader's notebooks, post-its and reading logs. TK/K and 1st grade teachers will have classroom reading log.</p>	<p>Ensure all classrooms are providing time for independent reading and ensuring students all being held accountable with reading logs, notebooks etc.</p>	<p>All students will visit school library bi-monthly to have opportunity to select books of choice to foster love for reading and to have books for independent reading at school and at home. Library Clerk/Tech to manage library, set schedule for classes, teach student how to use a library and assist students in book selection. Ensure all classrooms have plenty of leveled books for student to access at both the independent level and instructional level. Supporting teachers with leveling books and providing boxes or baggies for each student to organize their leveled book for independent reading.</p>
1-6	<p>All teacher will implement the use of student science notebooks to respond to science Prompts, record notes from text and presentations, record observations and academic discussion.</p>	<p>Ensure implementation of Differentiated Instruction training and ensure teachers are comfortable with the MTSS Inclusion Pyramid in regards to academics</p>	<p>PD to help teacher in supporting ELL students by providing designated and integrated ELD across all content areas including math, science and social studies.</p>
1-7	<p>Teacher extended contracts to for ILT participations and collaborative planning, extra PD participation at beginning of school year and after school for teachers to develop ways to support newcomers supporting with homelanguage when able to, encouraging primary language use for discussion with peers and to provide before or after school intervention for newcomer students, students, present parent workshops.</p>	<p>Provide time and space for collaboration, create accountability structure for meetings to occur. Collaborate with ITL on coaching teacher on providing targeted interventions for various sub groups of students and their parents.</p>	<p>Include PD for supporting newcomers and appropriate use of homelanguage to support instructions.</p>

1-8	Teacher extended contracts to for collaborative planning, extra PD participation at beginning of school year and after school and to provide before or after school intervention for newcomer students, african american students, and present parent workshops.	Provide time and space for collaboration, create accountability structure for meeting to occur. Collaborate with ITL on coaching teacher on providing targeted interventions for various sub groups of students and their parents.	Parent workshops to support their clarity and understanding of their student's reading level and how to support their student at home.
1-9	All teacher will provide opportunities for students to engage in academic discussion and set up classroom to facilitate collaboration and academic discussion.	conduct walkthrough with focus on student enagement and classroom discussion.	Provide professional development to support academic discussion.
1-10	Teacher to provide differentiated accelerated instruction for identified GATE students.	Coordiante GATE assessments with district for all 3r grade students. Ensure parents of 3rd grade students are informed of testing.	All 3rd grade students to be tested for GATE.
1-11	Teachers will meet during PLC time to read curricular plans, collaboratively plan and analyze data to inform instruction. Collaboration with aides and both GE & SPED teachers	ITL to facilitate PLC for reader's and writer's workshop and Inquiry cycles looking at reading scores, and writing data.	Ensure that the allocated funding is used to provide sub-time to release teachers for collaboration between SPED and GE teachers and support staff/aides
1-12	All teachers will assess all student TK/k - 5 in writing at the end of each Lucy Caulkins units of study including students with disabilities.	ITL to facilitate PLC for reader's and writer's workshop and Inquiry cycles looking at reading scores, and writing data.	Provide PLC time for TK/K -5 teachers to score, analyze and plan instruction for students.
1-13	Teacher will use data to identify students who need additional support and interventions. Teachers will ensure to provide tier 1 academic instrventions and support and when necessary refer students for additional support like LL1, Reading Partners, and Faith Network Mentors. Teacher will refer to COST and participate in SST when necessary. Follow MTSS to provide necessary tiered interventions and when absolutely necessary make referrals for special education services.	Monitor student referrals for interventions and supports by participating in COST on w bi-monthly basis. Meet with PEC team. Work with ITL to coach teachers on interventions and supports. Ensure PD plan has a lens for working with diverse learners and differentiating, accomodating and modifying instruction when necessary for support student learning.	Provide Level Literacy Intervention (LLI) to lowest performing 1st. and 2nd grade students. Progress monitor students and regroup accordingly. Partner with Reading Partners to provide students with intervention in reading. Progress monitor students receiving intervention. Bi-Monthly Cost meeting to discuss students needing additional supports, interventions and serivces to ensure academic achievement. COST facilitator to coordinate SST process. PEC staff to support COST and SST process and coduct EIP evaluation when necessary.
1-14	Teacher will conduct peer observastions to provide feedback to each other to support building each other capacities in teaching math. Teacher will also observe each other to learn from each other. Selected teacher leaders will conduct short observation of selected teachers as part of TGDS.	ILT to plan and develop partnerships and foci for peer observations with input from FC. Select Teacher leaders to conduct short TGDS observations for selected teachers.	Establish protocol for peer observations and feedback . Substitute teacher to provide release time for teacher to observe in each other classroom and to observe teachers at partner schools.

1-15	Teacher will collaborate with Afterschol program instructors by sharing classrooms, leveled libraries, and homework packets to ensure students get the assiatance they need afterschool.	Identify Teacher Coordinator for Afterschool program. Facilitate collaboration with teachers and ASP. Meet regularly with ASP coordinators.	After School Program to provide homework assistance and tutoring to support students reading development.
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Improvement Strategy #2:	Standards-Driven Planning: During PD and PLC time teachers will be supported in ensuring the alignment of CCSS, curriculum, Instruction, learning objectives and task in Math
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Implement District Core Math curriculum guide with Math Expression through Unit planning and ensuring use of all the key learning experience/math task.	ILT to support development of PLC Plan for 2017-2018 to set math inquiry cycles to support Implementation of District Core Curriculum and unit planning. Lead monthly PLC's with data analysis, and lesson planning. PD to calibrate scoring of constructed response and performance task and for data analysis.	Monthly Math PD and PLC time during cycle set aside for collaboration, lesson planning, scoring of constructed response and performance task and for data analysis. Ensure teachers have access to working copier to support use of graphic organizers and assessment.
2-2	Incorporate Math workshop at least 1 day/week to ensure small group intervention, acceleration, differentiation and opportunities for blended learning in math.	Principal to provide coaching on how to set small groups using data from formative task, expert task, summative task and daily student observational data. Provide coaching on planning for small group instruction. Work with ILT To plan Math PD Cycles.	Set two 6 week Math PD cycle with in the school year to support workshop during math in the classroom to support intervention in small groups and continue to build on teacher understanding oc CCSS and Math practices.
2-3	Participate in professional develop to build knowledge and understanding of CCSS and Math Practices.	Principal will partner with Math District support to identify potential PD opportunities for teacher to develop expertise in the CCSS and Math Practices. Work with ILT to plan Math PD Cycles.	Set two 6 week Math PD cycle to support workshop during math in the classroom to support intervention in small groups and continue to build on teacher understanding oc CCSS and Math practices.
2-4	Use strategies for integrated ELD and explicitly teaching the key verbs of the standards to ensure LEP students have access to curriculum. Use the Unpacking strategy to help students understand complex math task. Teacher will use 3 read strategy during math instruction to ensure students understand what they are reading and being asked to do when solving math problems.	ILT team to plan Math PD that supports teachers in planning for meeting the needs of all students including opportunities to plan for opportunities for integrated ELD, Frontloading of academic vocabulary and other instructional strategies to ensure LEP students have access to curriculum.	Set two 6 week Math PD cycle to support workshop during math in the classroom to support intervention in small groups and continue to build on teacher understanding oc CCSS and Math practices. Ensure

2-5	Teacher will make appropriate accommodations and modifications to math instruction to ensure all students including students with disabilities are reaching grade level proficiency.	ILT team to collaborate with site Inclusion and PEC team to plan Math PD that supports teachers in planning for meeting the needs of all students including opportunities to plan for accommodations and modifications.	Set 6 week Math PD cycle to support workshop during math in the classroom to support intervention in small groups and continue to build on teacher understanding of CCSS and Math practices.
2-6	Teacher will conduct peer observations to provide feedback to each other to support building each other capacities in teaching math. Teacher will also observe each other to learn from each other. Selected teachers will also serve as alternate observers for TGDS.	ILT to plan and develop partnerships and foci for peer observations with input from FC.	Establish protocol for peer observations and feedback. Stipend teacher to provide release time for teacher to observe in each other's classroom and to observe teachers at partner schools. Stipend to cover classes of Alternative observers for TGDS

Improvement Strategy #3:	Multi-Tiered Systems of Support (MTSS): Tier 1, 2, and 3 systems are established for school culture and are agreed upon and followed by all team-members. Specifically focusing on reduction in chronic absenteeism and suspension.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	All teachers will take attendance and submit on Aeries by 9:00 am. Teacher will also review, sign and submit weekly attendance report every Friday.	Communicate teacher expectations and provide weekly reminders to ensure attendance and reports are being submitted on time. Hold teacher accountable for submitting attendance in a timely manner. Meet weekly with attendance clerk to review attendance reports to ensure school is compliant. Ensure attendance clerk is printing and having teacher review attendance reports. Ensure attendance clerks are making daily phone calls to verify absences. Contact families with chronic absenteeism and clarify school and district expectations for attendance.	Attendance clerk to call home daily to verify absences and participate in attendance team. Assist teacher with completing attendance and attendance reports. Submit attendance reports in a timely manner. Attendance clerk to participate in COST to assist in coordinating services to students with attendance issues. Recognition of perfect attendance via awards and bulletin boards.
3-2	All teachers will fully participate in the implementation of PBIS and teach PBIS mini Lesson on School Core Values: Be Safe, Be Respectful, Be Responsible and the expected behaviors in all school areas.	Analyze monthly discipline data and share with PBIS team and whole school to assess needs and best practices.	RJ coordinator to work with students with problem solving strategies and techniques, conflict mediation

3-3	All teachers will complete COST forms for student that need Tier 2, Tier 3 Interventions and supports	Hold teachers accountable for implementing prereferral interventions and are completing URFs correctly when students are referred to office for major or chronic minor behaviors. Ensure office support staff are properly uploaded into Aeries.	Partner with Lincoln Child Center to provide students counseling .
3-4	Teacher's support with Playground supervision in morning and during first recess	Set scheduels for cafeteria and playground supervision in collaboration with teachers, SSO, afterschool program and yard supervisors.	Ensure School handbook has clear deliniated expectations for yard supervison for all stakeholders.
3-5	All teachers will implement the pre-referral interventions before referring students to office for major disciplinary concerns.	Collaborate with school partners to support and coach teachers in their development and understanding of PBIS expectations, and restorative justice framework and strategies.	Bi-monthly effective COST meetings led by school psychologist, focused on building and developing an MTSS structure that monitors effectiveness of interventions and referring students for most appropriate interventions.
3-6	All teachers will work with community partners that provide interventions to support student development for positive behavior.	Meet with community parteners and ensure all contracts are in order. Clearly establish vision and mission for partnership and ensure alignment with school vision and mission.	Partner with PBIS coach to support implementation of PBIS universal pre-referral tier 1 interventions, tier 2 and tier 3 behavior interventions. Partner with Licoln.
3-7	All teachers will teach the SEL skills needed for collaboration and academic discussion across all curricular areas like science, math etc.	Monitor implementation of SEL and PBIS through observations and walkthourghs.	Implement PBIS school wide with Reinforcement and incentive programs like Superstar Tickets and Dollar with weekly raffles.
3-8	All teachers will use Pre-referral interventions to ensure students are given all opportunities to engage in class instruction before being referred out of class.	Coach teachers on Pre-referral interventions. Monitor use of URFs by grade, class, race, gender, and individual. Respond to URFs and complete administrative duties associated with URF. Ensure teachers are kept informed of consequences and administrative interventions provided for students.	100 % of teachers trained to use URF. Office staff to fully upload and submitt all URFs completely. PBIS team to analyze URF data to guide intervention an supports based on trends and areas for improvement.
3-9	All teachers will use Audio Visual technology to support student engagement.	Ensure all classrooms are equipted with all the necessary technology needed.	Ensure all classrooms and teacher have access to resources and technology needed to support instruction and increase student engagement.
3-10	All teachers will set up classroom to facilitate collaboration and academic discussion	Fulfill year 3 PBIS requirements and attend site PBIS meetings and District PBIS trainings.	Lunch ASP support Program - 3 to 4 After school Group Leaders work with students facilitating student leadership, positive play and engagement.

3-11	All teachers will use Pre-referral interventions to ensure students are given all opportunities to engage in class instruction before being referred out of class.	Coach teachers on Pre-referral interventions. Monitor use of URFs by grade, class, race, gender, and individual. Respond to URFs and complete administrative duties associated with URF. Ensure teachers are kept informed of consequences and administrative interventions provided for students.	Partner with PBIS coach to support implementation of PBIS universal pre-referral tier 1 interventions, tier 2 and tier 3 behavior interventions. Partner with Licoln.
3-12			Bi-monthly effective COST meetings led by school psychologist, focused on building and developing a RTI/MTSS structure that monitors effectiveness of interventions and referring students for most appropriate interventions.
3-13			Parent Workshops to inform parents about importance of daily attendance

Improvement Strategy #4:	Student and Family Engagement: Students and families are engaged as equal partners, setting long-term goals and short term goals and developing plans to meet them.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	All teachers will make positive phone calls home in addition to call about negative behaviors .	Send Phone Messenger to families for invitation to school events.	School to establish a monthly newsletter for parents to communicate about school events and school news.
4-2	All teachers will meet with parents during parent/teacher/student conferences at least 2x/year.	Provide coaching and support for teachers on building relationship with families.	Monthly parent workshop with translation and babysitting on understanding student expectations, reader's' workshop, CCS, NGSS and PBIS.
4-3	All teachers will participate in Site Based family Engagement Professional Development	Provide coaching and support for teachers on building relationship with families.	Partner with family Engagement Department to provide PD
4-4	Teacher will invite families to participate in classroom activities such as: field trips, publishing parties, volunteer readers.	Provide coaching and support for teachers on building relationship with families.	SEL PD for teachers on the importance of building relationships with students and their families.
4-5	Teacher will ensure student are setting goals for themselves using the school student goal setting form. Forms will be shared with families.	Provide Coaching and support for teacher on using student goal setting forms.	Goal setting Workshop for families.
4-6	Participate in SBAC Data Night	Plan SBAC Data night	SBAC DATA Night

4-7	TK/K teacher to support planning for TK/K parent/student orientation and TK/K transition meeting.	Coordinate with teacher leaders, community assistant and other school staff to plan incoming TK/K orientation and TK/K transition to next grade level.	TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten. TK/Kinder workshop to support transition to next grade level.
4-8	Complete Reclassification forms in a timely manner for all eligible students	Coordinate Reclassification in fall and spring. Provide teacher with timely information about reclassification.	Reclassification Workshop for parents.
4-9	Prepare for and plan for Back to school Night and open House	Plan back to School night, Title 1 Annual Meeting and open house	Back to School/Title 1 meeting and Open House
4-10	Send School Communication Flyers/Newsletters home in a timely manner to inform families of their	Monthly Coffee with the Principal.	Provide refreshments for workshops, Back to School night, Coffee with Principal and Annual Title 1 meeting to increase parent participation.
4-11	Collaborate in planning and presenting workshops for parents	Partner with family Engagement Department to provide workshops	Monthly parent workshop with translation and babysitting on understanding student expectations, reader's workshop, CCS, NGSS and PBIS.
4-12		Meet with PTO representatives Monthly.	Clerical overtime to support parent school event planning and preparation.
4-13			Provide space and support for District Adult school English class for school parents
4-14			Civic Center Permits and Custodial staff to support during evening and weekend parent involvement events
4-15	Complete Cost forms for all students including foster youth and homeless students who need additional supports and interventions. When necessary complete SART forms to partner with family to improve attendance.	Facilitate SART meetings for parents and positively engage with them as partners to problem solve and support.	Cost team to support the SART process to support all students including foster youth and homeless students.
4-16			Monthly recognition of students with 98% attendance for the month. Recognition of parents support with improving attendance from SART meetings/contracts.

Improvement Strategy #5:

Teachers plan instruction to meet the needs of the diverse English Learners in their classrooms, including content language objectives, integrated and/or designated ELD.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1	Teachers will provide daily designated ELD and integrated ELD	Principal and ITL weekly walkthrough with ELL focus to ensure students receiving designated and integrated ELD	Provide ELD to support designated ELD and include ELD lens through out content area PD.
5-2	Teachers will monitor ELL progress through formative and summative assessment data and observation.	Work with ELL Office to use ELL Shadowing Protocol to conduct deep data analysis, observe ELL experience and to create a strategic action plan to improve outcomes for ELLs	Create systems and structures for monitoring formative and summative data for ELL progress such as data conference, data walls and goal setting with the student snapshot.
5-3	Teachers will ensure there is a welcoming and nurturing classroom environment that builds inclusiveness and encourages risk-taking for learning.	Foster the 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	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.
5-4	Participate in PD that develops awareness of the linguistic and cultural assets students bring and use them to inform instruction.	Foster the 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	Partner with district to provide quality professional development to support ELL instruction.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider.	After School Program to provide homework assistance and tutoring to support students reading development.	A1.6: After School Programs	5825				117-1
\$450.00	General Purpose Discretionary	Postage to send out notices and letters to families.	Send School Communication Flyers/Newsletters home in a timely manner to inform families of their	A6.5: Academic Parent-Teacher Communication & Workshops	5910				117-2
\$500.00	General Purpose Discretionary	Refreshments for school events to support parent engagement.	Provide refreshments for workshops, Back to School night, Coffee with Principal and Annual Title 1 meeting to increase parent participation.	A6.5: Academic Parent-Teacher Communication & Workshops	4311				117-3
\$800.00	General Purpose Discretionary	Overtime for family engagement events.	Civic Center Permits and Custodial staff to support during evening and weekend parent involvement events	A6.5: Academic Parent-Teacher Communication & Workshops	2225				117-4
\$800.00	General Purpose Discretionary	Overtime for family engagement events.	Clerical overtime to support parent school event planning and preparation.	A6.5: Academic Parent-Teacher Communication & Workshops	2425				117-5
\$4,000.00	General Purpose Discretionary	Additional sub time for peer observations and teacher coaching support.	Establish protocol for peer observations and feedback . Substitute teacher to provide release time for teacher to observe in each other classroom and to observe teachers at partner schools.	A2.5: Teacher Professional Development for CCSS & NGSS	1150				117-6
\$6,000.00	General Purpose Discretionary	Copier Maintenance agreement and toner to support instruction and implementation of CCSS and NGSS.	All teachers will implement all components of BAL including Reader's Workshop, Writer's Workshop, Word Study, Interactive Read alouds, Shared Reading and interactive/Shares writing ensuring students have plenty of time for independent reading and writing during Workshop. Teachers will follow scope and sequence for reading and writing units, create anchor charts, provide small group instruction to support differentiation, including differentiation for Gate and intervention for students below grade level. Teachers will also confer with students weekly. Weekly schedules will be set by each grade level identifying Reader's workshop block, Writer's workshop block, math, Science, PE and Designated ELD block. TK/Kindergarten and first grade teachers will include a literacy centers block.	A2.1: Implementation of CCSS & NGSS	5610				117-7

\$20,904.73	General Purpose Discretionary	Materials and supplies to support instruction.	All teachers will implement all components of BAL including Reader's Workshop, Writer's Workshop, Word Study, Interactive Read alouds, Shared Reading and interactive/Shares writing ensuring students have plenty of time for independent reading and writing during Workshop. Teachers will follow scope and sequence for reading and writing units, create anchor charts, provide small group instruction to support differentiation, including differentiation for Gate and intervention for students below grade level. Teachers will also confer with students weekly. Weekly schedules will be set by each grade level identifying Reader's workshop block, Writer's workshop block, math, Science, PE and Designated ELD block. TK/Kindergarten and first grade teachers will include a literacy centers block.	A2.3: Standards-Aligned Learning Materials	4310					117-8
\$27,250.00	General Purpose Discretionary	Lunch ASP program to support positive and safe play at Lunch recess. Additional reading intervention through faithnetwork.	Lunch ASP support Program - 3 to 4 After school Group Leaders work with students facilitating student leadership, positive play and engagement.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825					117-9
\$54.38	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399					117-10
\$5,000.00	LCFF Supplemental	Teacher extended contracts for ILT participation and collaborative planning to support academic acceleration.	Teacher extended contracts to for ILT participatons and collaborative planning, extra PD participation at beginning of school year and after school for teachers to develop ways to support newcomers supporting with homelanguage when able to, encouraging primary language use for discussion with peers and to provide before or after school intervention for newcomer students, students, present parent workshops.	A2.1: Implementation of CCSS & NGSS	1120					117-11
\$10,000.00	LCFF Supplemental	Mental Health support	Partner with Lincoln Child Center to provide students counseling .	A2.2: Social Emotional Learning	5825					117-12
\$15,149.15	LCFF Supplemental	STIP to support professional learning in support of ELLs	Weekly PLC time for Grade level PLC Monthly PLC time by grade level or Program (ie. Sped teachers, inclusion partners) during school day with classroom coverage provided by subs, stip subs and additional day of prep teacher.	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0660	0.34		117-13

\$21,915.73	LCFF Supplemental	STIP to support professional learning in support of ELLs	Weekly PLC time for Grade level PLC Monthly PLC time by grade level or Program (ie. Sped teachers, inclusion partners) during school day with classroom coverage provided by subs, stip subs and additional day of prep teacher.	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0503	0.50	117-14
\$26,871.62	LCFF Supplemental	EEIP to support academic acceleration	Weekly PLC time for Grade level PLC Monthly PLC time by grade level or Program (ie. Sped teachers, inclusion partners) during school day with classroom coverage provided by subs, stip subs and additional day of prep teacher.	A2.5: Teacher Professional Development for CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0106	0.20	117-15
\$86,000.00	LCFF Supplemental	Restorative Justice Facilitator	RJ coordinator to work with students with problem solving strategies and techniques, conflict mediation	A2.2: Social Emotional Learning	5736				117-16
\$3,500.00	Measure G: TGDS	Stipends for Alternate Observer	ILT to plan and develop partnerships and foci for peer observations with input from FC. Select Teacher leaders to conduct short TGDS observations for selected teachers.	A2.6: Teacher Evaluation	1120				117-17
\$11,584.65	Measure G: TGDS	STIP sub to cover class of alternate observer during observations and to cover teacher for feedback session.	Establish protocol for peer observations and feedback . Stipsub teacher to provide release time for teacher to observe in each others classroom and to observe teachers at partner schools. Stip sub to cover classes of Alternative observers for TGDS	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0660	0.26	117-18
\$15,997.06	Measure G: TGDS	Surplus to be used for an ITL to support evaluation process as an alternate observer.	Principal to to observe classrooms daily and provide face to face feedback monitored by observation tracker. Weekly coaching of teacher by ITL (teacher coach) and Principal on planning, instruction and best practices. Feedback from observations and coaching session to be gathered in tracker to monitor supports in place for teacher and differentiation of teacher PD and record and reflect on instructional next steps. Lead walkthrough with ILT, and ITL to progress monitor teacher development and growth to help guide Professional Development. Use TGDS and OETF to support observations and feedback. ITL to serve as alternate observer for TGDS.	A2.6: Teacher Evaluation	4399				117-19

\$1,427.47	Supplemental Program Investment	Licensing agreements for software to support academic acceleration and reading intervention.	Teachers will provide daily opportunities for students to engage in independent reading and provide students with leveled books of student's choice and also books aligned to themes. Students will also have access to online reading sites to support independent reading. Students will have baggies or boxes with their leveled books. Teacher will monitor students independent reading through conferring, reader's notebooks, post-its and reading logs. TK/K and 1st grade teachers will have classroom reading log.	A3.2: Reading Intervention	5846				117-20
\$17,822.53	Supplemental Program Investment	STIP to support academic acceleration	Facilitate grade level and individual teacher data conferences to analyze and inform instruction with support from ITL (Instructional Teacher Leader). Stip sub to provide release time for teacher to meet with principal and teacher coach.	A2.5: Teacher Professional Development for CCSS & NGSS		TCSTIP	TCSTIP0660	0.40	117-21
\$25,000.00	Supplemental Program Investment	Contract with reading intervention providers.	Teacher will use data to identify students who need additional support and interventions. Teachers will ensure to provide tier 1 academic interventions and support and when necessary refer students for additional support like LL1, Reading Partners, and Faith Network Mentors. Teacher will refer to COST and participate in SST when necessary. Follow MTSS to provide necessary tiered interventions and when absolutely necessary make referrals for special education services.	A3.2: Reading Intervention	5825				117-22
\$6,923.55	Title I Basic	Reading level books to support reading instruction and intervention.	Teachers will provide daily opportunities for students to engage in independent reading and provide students with leveled books of student's choice and also books aligned to themes. Students will have baggies or boxes with their leveled books. Teacher will monitor students independent reading through conferring, reader's notebooks, post-its and reading logs. TK/K and 1st grade teachers will have classroom reading log.	A3.2: Reading Intervention	4200				117-23

\$21,915.73	Title I Basic	In order to provide teachers with the opportunity to plan and collaborate in weekly Professional Learning Communities the stip sub will cover classes for release time. Stip sub will also provide additional release time for teachers to receive coaching from Principal or Instructional Teacher Leader as needed. Additional release time will also be used for peer observations once each semester.	Weekly PLC time for Grade level PLC Monthly PLC time by grade level or Program (ie. Sped teachers, inclusion partners) during school day with classroom coverage provided by subs, stip subs and additional day of prep teacher.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0503	0.50	117-24
\$24,260.00	Title I Basic	In order to provide students with social emotional support and appropriate behavioral and academic interventions to achieve academic success, the psychologist will consult with Teachers, COST, and SST teams on a weekly basis to coordinate supports and interventions for students. As a member of COST and the SST the Psychologist works with parents, teachers and staff to help determine the best academic or behavioral interventions and assist in planning these interventions.	Bi-monthly effective COST meetings led by school psychologist, focused on building and developing an MTSS structure that monitors effectiveness of interventions and referring students for most appropriate interventions.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5734				117-25
\$778.00	Title I Parent Participation	Refreshments for parent workshops.	Provide refreshments for workshops, Back to School night, Coffee with Principal and Annual Title 1 meeting to increase parent participation.	A6.5: Academic Parent-Teacher Communication & Workshops	4311				117-26
\$1,000.22	Title I Parent Participation	Supplies to support parent workshops such as folders, pens, journals etc.	Monthly parent workshop with translation and babysitting on understanding student expectations, reader's' workshop, CCS, NGSS and PBIS.	A6.5: Academic Parent-Teacher Communication & Workshops	4310				117-27

10/24
SSC
Mtg.

Fruitvale

Elementary School Compact

School Name

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

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school. *for 20-30 minutes*
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child’s progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child’s class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child’s learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

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

Signed on this _____ day of _____, 20_____.

School Site Council Membership Roster – Elementary

School Name: Fruitvale

School Year: 2016-2017

Chairperson : Shelley Mitchell	Vice Chairperson: Ingrid Garcia
Secretary: Gino Castillo	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

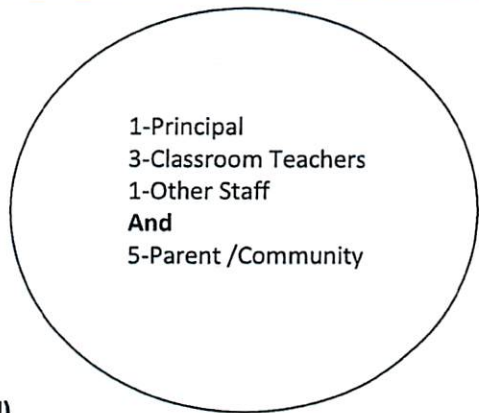
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Maureen Hartney	x			
Elizabeth Reyes				x
Ingrid Garcia				x
Shelley Mitchell				x
Katerin Rincan				x
Fatima Ahmed				x
Sharon Haynes			x	
Alexander McGann		x		
Gino Castillo		x		
Sophia Kinsley		x		

Meeting Schedule (day/month/time)	4th Monday @ 3:00 school library *except 12/2016
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 Parent/community members cannot be OUSD employees at the site.



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.



Title I School Parental Involvement Policy 2016-17

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

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

Involvement of Parents in the Title I Program

Fruitvale Elementary agrees to implement the following statutory requirements:

(Name of school)

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

Every school year during Back to School Night.

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

Meeting offered in the morning and after school.

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

Informal meeting with Principal, coffee with principal



Building Parent Capacity for Involvement

(Name of school) Fruitvale Elementary :

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress
(In the box below, briefly describe or bullet how this happens at your school.)

- Parent/Teacher Conferences
- Parent Workshops

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

- Parent Workshops
- Parent/ Teacher Conferences
- SSC process when necessary for students
- Parent Literacy Class

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

- Professional Development Sessions
- Coaching Sessions with individual teachers
- Staff meeting



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Fruitvale Elementary School Site Council on (Date) 10-24-16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A children. It will be made available to the local community. The (Name of school) FRUITVALE's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Maurice Hartney
(Principal's Signature)

10-24-16
(Date)