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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 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
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School



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

Legislative File Id. No. 19-1304  
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By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Fruitvale Elementary School  
**CDS Code:** 1612596001838  
**Principal:** Eugene Stovall IV  
**Date of this revision:** 5/17/2019

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  
**Address:** 3200 Boston Avenue  
Oakland, CA 94602

**Position:** Principal  
**Telephone:** 510-535-2840  
**Email:** eugene.stovall-iv@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2019*

*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

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

**2019-2020 School Plan for Student Achievement Recommendations and 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 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 checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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:** 5/17

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

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

**Signatures:**

<u>Eugene A. Stovall, IV</u> Principal	<u>[Signature]</u> Signature	<u>5/17/19</u> Date
<u>Ingrid Garcia</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>5/17/19</u> Date
<u>LaResha Martin</u> Network Superintendent	<u>Jahoshia Y. Maibin</u> Signature	<u>5/20/19</u> Date
<u>[Signature]</u> Officer, State and Federal Programs	<u>Wildred Otis</u> Signature	<u>5/21/19</u> Date

**2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/16/2018	SSC & SELLS combined	Shared rationale and overview of site plan.
3/11/2019	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/18/2019	Faculty	Budget training and review budget summary including planned strategies & activities for 2019-2020. Documented feedback for ILT review.
3/22/2019	SSC	Budget training and review budget summary including planned strategies & activities for 2019-2020. Documented feedback for ILT review.

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$248,491.33
Total Federal Funds Provided to the School from the LEA for CSI	\$160,356.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$632,095.03

### 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)	\$86,473.50	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$38,844.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,661.83	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$218,874.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$160,356.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$248,491.33</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$393,639.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$642,130.33</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**1A: ABOUT THE SCHOOL**

**School:** Fruitvale Elementary School

**School ID:** 117

**School Description**

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

**School Mission and Vision**

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

**Vision** -

Fruitvale Superstars are dedicated to creating a thriving, friendly and collaborative learning community where students prepare to meet the demands of the future while honoring heritage and cultural diversity. We expect to win by keeping the end-goal of successful, life-long learners at the center through rigorous instructional strategies and best practices. We instill the core values of respect, responsibility and safety, all in the service of children and their families.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

**Priority Strengths**

On the Fall 2018 Assessment of the Fountas and Pinnell Benchmark Reading Assessment, 22% of students in grades 1-5 were at or above grade level.  
34.2% of AA students were at or above grade level on this same assessment.

**Root Causes of Strengths**

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, they are limited because we only have times for them every other Wednesday. We have a campus wide SSR during the first 15 minutes of class 8:45-9:00 daily.

<p>On the Curriculum End of Unit Assessment in Math for Fall we have signs of strength in:          Kindergarten: 72% at Proficient or Advanced          1st Grade: 50% at Proficient or Advanced          2nd Grade: 45% at Proficient or Advanced</p> <p>We analyzed these results during a Math PD Cycle and we are encouraged by our skills improving to meet the needs of students in Math</p>	<p>PLC's focused on walkthrough data to make quick shifts from using a basis of around procedural fluency to conceptual knowledge. Teachers from the ILT focused on best teaching strategies for mini lessons for 25% of PLC cycle. Student goals of summative tasks were established in 90% of classrooms. We have Newcomer students and need to have a plan for supporting those students.</p>
<p>Based on the 18-19 CHKS Data, 80% of students in grades 3-5 enjoy being at Fruitvale according to Fall Input and Student Satisfaction Survey. 95% of students know the 3 B's safety, responsibility and respect. 73% of students report being praised for following the 3B's. 73% of students report feeling safe at school. There have been a total of 148 URFs over the course of the year.</p>	<p>Children are told that they are loved every morning during the announcements. Students have opportunities to speak on the morning announcements. Students have volunteer opportunities to fund raise after school selling various supplies and food. We have a string orchestra and a band. We had a Heritage Night where we gave away 45 turkeys the day before our Fall Break. We had a gift giveaway and a Winter Concert the week before our Winter Break.</p>
<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>
<p>In SRI, only 7% of students are proficient or advanced for the Fall. 3rd Grade= 9% 4th Grade =11% and 5th Grade 7%. 38% of the proficient or advanced are ELL students. 31% of the proficient or advanced are African American students.</p>	<p>Students have limited access to technology (shared Chromebook carts), might benefit from more opportunities for online reading and wrting. Students might benefit from samlll group testing environments with SRI. We need to further support students in developing academic stamina.</p>
<p>We saw less students at proficient or advanced for the IAB's          3rd Grade: 11% at Proficient or Advanced 46% Near          4th Grade: 13% at Proficient or Advanced 34% Near          5th Grade: 2% at Proficient or Advanced 35% Near</p>	<p>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. Anchor charts are not referred to with regularity and do not always reflect the units of study within the room.</p>
<p>Our current Chronic Absenteeism rate is at 24%. In week 18 of the 2018-19 school year, this is the highest it been and has continued to increase from previous weeks. AA= 16.9% Severe, 37.1% Moderate, 33.7% at Risk out of <b>89 students</b> LA=9% Severe, 25.9% Moderate, 40.4% At Risk out of <b>166 students</b></p>	<p>Attendance team needs more training and support. We have a new CSM on site who is learning how to monitor attendance through the A2A and OUSD dashboard.</p>

**1C: 19-20 STUDENT GOALS & TARGETS**

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

<b>School Goal:</b>	Goal 1: By May 2020, all students will be able to build relationships to feel connected and engaged in learning as referenced by attendance and URF data.				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
Connectedness	All Students	+5pp	67.04%	80.00%	85.00%
Suspensions	African-American Students	-2pp	2.86%	0.86%	0.86%
Suspensions	Students with Disabilities	-2pp	3.61%	1.61%	1.61%
Chronic Absence	African-American Students	-2pp	32.26%	15.00%	13.00%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	Goal 2: By May 2020 all students will continuously grow towards meeting or exceeding standards in English Language Arts as measured by the ELA SBAC.				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
ELA SBAC	All Students	+15 points DF3	-114.9	-99.9	-84.9
ELA SBAC	Students with Disabilities	+20 points DF3	-174.3	-154.3	-139.3
ELA SBAC	African-American Students	+20 points DF3	-131.5	-111.5	-96.5

***District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	Goal 3: By May 2020 all students continuously grow towards meeting or exceeding standards in Math as measured by the Math SBAC.				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
Math SBAC	All Students	+15 points DF3	-110.7	-95.7	-80.7
Math SBAC	Students with Disabilities	+20 points DF3	-174.2	-154.2	-134.2
Math SBAC	African-American Students	+20 points DF3	-113.8	-93.8	-73.8

***District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)***



<b>School Goal:</b>	Goal 4: By June 2020, all English Learner students continuously develop their language, reaching English Fluency in 6 years or less as measured by the ELPAC.				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
ELL Reclassification	English Learners	16%	12.58%	16%	20.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	100.00%	100.00%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

<b>School Goal:</b>	Goal 5: By May 2020, all students grow a year or more in reading as measured by the SRI and F&P.				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	43.48%	86.00%	90.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	65.76%	30.00%	20.00%
K at or above Benchmark	All Kindergarten Students	+5pp	42.59%	47.59%	57.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	41.67%	46.67%	51.67%

**1D: IDENTIFIED NEED**

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

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**

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

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. If we had two more STIP subs, 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 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**

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

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.

<b>School:</b> Fruitvale Elementary School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Literacy</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		All students will demonstrate significant progress (1+ years) towards grade level proficiency in reading.			
<b>Theory of Change for Language &amp; Literacy:</b>		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).			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		All Students		-103.8	-114.9
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
<p>Teachers will use content language objectives in their daily lessons, student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Teachers implement reader's Workshop and confer with students and pull small groups for intervention and acceleration. 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. Weekly PD, Agendas, PLC, Principal and ITL coaching and feedback documented. Weekly Check in Meetings with Program Coordinator, ASP plan. Teachers 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.</p>					
<b>What evidence do you see that your practices are effective?</b>					
<p>Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.</p> <p>Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.</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>Principal, ITL and leadership team to provide professional development and coaching to support teachers with differentiation and accomodations, interventions and accelerations and implementing readers and writers workshop, small group instruction and conferring. 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>					
<b>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.</b>					
We will be able to make significant gains with student achievement and goal setting. The goals will be able to travel with students as they move on to their next grade level for next year.					

<b>18-19 Standards-Based Instruction Priority:</b>	<b>Mathematics</b>		
<b>June 2021 Standards-Based Instruction Goal:</b>	All Students will demonstrate significant progress (1+years) towards grade level proficiency in math.		
<b>Theory of Change for Standards-Based Instruction:</b>	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.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math	All Students	-91.2	-110.7
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
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. Weekly grade professional learning community for collaboration, data analysis, professional readings and planning time. Cycle #2 dedicated to Math instruction with Dedicated PD and PLC Time, Principal/Teacher Math Data Conferences. Teachers implement use of student goal form, teacher confer with students and provided small group instruction for intervention and acceleration.			
<b>What evidence do you see that your practices are effective?</b>			
Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments for low performing students and Low income students. Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. 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. 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.			
<b>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.</b>			
Teachers will be able add conceptual knowledge to procedural fluency to math instruction. Students will be able to articulate goals and start framework around cross curricular tasks that are meaningful to student lives.			
<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Attendance</b>		

<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	School Chronic Absenteeism will decrease to 3%		
<b>Theory of Change for Conditions for Student &amp; Adult Learning:</b>	<p>If staff and teachers are provided Professional Development on school wide PBIS expectations and Restorative Justice Practices, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and our suspension rates will decrease.</p> <p>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.</p>		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence	All Students	15.0%	20.90%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
Identifying attendance challenge every month and an attendance raffle every week. 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.			
<b>What evidence do you see that your practices are effective?</b>			
As of right now the chronic absent rates are getting worse.			
<b>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.</b>			
A lot of work needs to be done around chronic absenteeism. Processes need to be refined and there need to be reports given monthly to parents and teachers that express the dollar amounts that we can be saving if we improve our chronic absent rates.			
<b>18-19 Conditions for English Language Learners Priority:</b>	EL Reclassification		
<b>June 2021 Conditions for English Language Learners Goal:</b>	All ELLs will make progress towards reclassification.		
<b>Theory of Change for Conditions for English Language Learners:</b>	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.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>

English Learner Reclassification	All Students	9.0%	8.50%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
<p>Teachers will use content language objectives in their daily lessons, student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Teachers provide opportunities for students to work collaboratively and engage in academic discussion. Teacher pulls student for small group intervention when needed. School will provide leveled designated eld instruction for newcomer students. Teacher provides opportunity for students to work collaboratively and engage in academic discussion. Teachers pulls student for small group intervention when needed. 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>			
<b>What evidence do you see that your practices are effective?</b>			
<p>Teachers are teaching ELD classes for thirty minutes a day for five days a week. Students are required engage in listening and speaking strategies that identify best practices for language acquisition.</p>			
<b>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.</b>			
<p>Teachers will facilitate integrated ELD strategies. SIPPS needs to be part of this day.</p>			
<b>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</b>			
<b>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</b>			
<p>The only difference will be what is listed on the CSI grant which will provide an extra \$160k. We are still awaiting those funds to be uploaded into our budget so that we can begin requisitions.</p>			

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Fruitvale Elementary School

**School ID:** 117

**3: SCHOOL STRATEGIES & PRACTICES**

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

*District Strategy:* Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

<b>School Priority ("Big Rock"):</b>	Attendance
<b>School Theory of Change:</b>	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.
<b>Related School Goal(s):</b>	Goal 1: By May 2020, all students will be able to build relationships to feel connected and engaged in learning as referenced by attendance and URF data.
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will provide explicit instructional routines and practices daily to keep students accountable and engaged within their learning.	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teacher implements reader's workshop, writer's workshop and math workshop, provides hands on learning experiences for science, provides content language word banks with visual and realia, provides students opportunities to engage in collaborative group work and academic instruction
1-2	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	COST and Attendance Team meets weekly to address chronically absent and tardy students, RJ facilitator support implementation of RJ practices school wide, 100% of teacher implement community building circles, PBIS Team meets bi-monthly to support school wide implementation on PBIS

1-3	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Adult ESL Family Literacy class, month parent engagement events (Coffee with principal, parent workshops, SSC, SELL)
1-4	T4: Teachers engage families of TK and Kindergarten students in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning setting learning goals for reading and math	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures to hold a TK/K orientation at the begining of the school year and a workshop on the importance of attendance in TK and K.	TK/K parent orientation event, Tk/K parent workshop on attendance
1-5	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teacher implement use of student goal form, teacher confer with students and provided small group instruction for intervention and acceleration

<b>District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION</b>	
<b>School Priority ("Big Rock"):</b>	Mathematics
<b>School Theory of Change:</b>	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.
<b>Related School Goal(s):</b>	Goal 3: By May 2020 all students continuously grow towards meeting or exceeding standards in Math as measured by the Math SBAC.



<b>Students to be Served by these Practices</b>		All Students	
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
2-1	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments for low performing students and Low income students.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teacher use content language objectives aligned to math standards and practices for daily lesson, Math instruction includes number talks and workshop time at least 2 time a week
2-2	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data looking at Low performing students, low income students, foster youth, african american students, ELL and Newcomer students.	Weekly grade professional learning community for collaboration, data analysis, professional readings and planning time.
2-3	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to support low performing students and provide small group instruction and intervention in math, opportunities for extended learning. (Swan Math and YoungWonks)	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	1 Cycle dedicated to Math instruction with Dedicated PD and PLC Time, Principal/Teacher Math Data Conference
2-4	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic goals for math, and provide individualized feedback with corrective action plans for low performing students, african american students, latino students and low-income students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teachers implement use of student goal form, teacher confere with students and provided small group instruction for intervention and acceleration, students able to share their goals for math

2-5	Kindergarten teachers will have a kindergarten meet and greet before school starts to aid in the pre-k to Kinder transition and review attendance expectations and provide kindergarteners and parents with an opportunity to familiarize themselves with the classroom and school routines.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Students will to class on time and parents will understand the general expectation of kindergarten routines and procedures.
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*District Strategy:* Developing **LANGUAGE AND LITERACY** Across the Curriculum

<b>School Priority ("Big Rock"):</b>	Literacy
<b>School Theory of Change:</b>	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).
<b>Related School Goal(s):</b>	Goal 2: By May 2020 all students will continuously grow towards meeting or exceeding standards in English Language Arts as measured by the ELA SBAC. Goal 5: By May 2020, all students grow a year or more in reading as measured by the SRI and F&P.
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	T1: 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.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	1.5 Tier 1 instructional supports Provide Tier 1 instructional supports: (e.g, academic vocab, anchor charts, scaffold, word walls)

3-2	T2: Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	1.2 Readers/Writers Workshop Implement a Readers/Writers Workshop model during part of the ELA block (e.g. Lucy Calkins Units of Study) .
3-3	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice representative of our foster youth/homeless students, our African american Students, our Latino students, our Low income students and our Special education Students.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	COST meets weekly to address student needs, RJ facilitator support implementation of RJ practices school wide, 100% of teacher implement community building circles, PBIS Team meets bi-monthly to support school wide implementation on PBIS . 4.2 6-week culture/climate plan Implement and use a 6-week School Culture and Climate plan that is revisited throughout the year
3-4	Teacher differentiate and accomodate reading and writing lessons for GATE and Special Education students ensuring to provide opportunities for intevention and acceleration in language arts through workshop, small group instruction and confering	Principal, TSA and leadership team to provide profesional development and coaching to support teachers with differentiation and accomodations, interventions and accelerations and implementing readers and writers workshop, small group instruction and confering	Weekly PD, Agendas, PLC, Principal and TSA coaching and feedback documented
3-5	Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	Principal and teacher leader and liaison will partner with ASP to provide feedback and support to ASP teachers and staff.	Weekly Check in Meetings with Program Coordinator, ASP plan
3-6	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic goals for Reading, and provide individualized feedback with corrective action plans for low performing students, foster youth/homeless and low income students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teacher implement use of student goal form, teacher confere with students and provided small group instruction for intervention and acceleration. Students will be able to identify and explain their individual reading levels and goals

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>			
<b>School Priority ("Big Rock"):</b>		EL Reclassification	
<b>School Theory of Change:</b>		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.	
<b>Related School Goal(s):</b>		Goal 4: By June 2020, all English Learner students continuously develop their language, reaching English Fluency in 6 years or less as measured by the ELPAC.	
<b>Students to be Served by these Practices</b>		English Language Learners	
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
4-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor English Language Learner students learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning for English language learners	teachers will use content language objectives in their daily lessons, student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective
4-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	teacher provides opportunity for students to work collaboratively and engage in academic discussion, teacher pulls student for small group intervention when needed
4-3	T2: Teachers will differentiate instruction for newcomer students to ensure access to grade level curriculum	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	School will provide leveled designated eld instruction for newcomer students. Teacher provides opportunity for students to work collaboratively and engage in academic discussion, teacher pulls student for small group intervention when needed

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

**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number: 117**

**School: Fruitvale Elementary School**

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$250.00	After School Education & Safety (ASES)	Training Meeting	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-1
\$1,000.00	After School Education & Safety (ASES)	Support Staff	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-2
\$3,000.00	After School Education & Safety (ASES)	Quality Support Coach	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-3
\$3,500.00	After School Education & Safety (ASES)	Minimum Days	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-4
\$4,101.00	After School Education & Safety (ASES)	Lead Agency Admin	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-5
\$14,153.00	After School Education & Safety (ASES)	Program Instructor #1	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-6
\$14,800.00	After School Education & Safety (ASES)	Program Instructor #2	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-7
\$15,494.00	After School Education & Safety (ASES)	Program Instructor #3	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-8
\$49,250.00	After School Education & Safety (ASES)	Program Coordinator	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-9

\$45,394.00	Comprehensive Support & Improvement (CSI) Grant	STIP 1 - to provide release time for teacher collaboration and professional development for ELA and technology support. This position will provide push in student intervention and acceleration with opportunities for blended learning.	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	1.00	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments for low performing students and Low income students.	117-10
\$45,394.00	Comprehensive Support & Improvement (CSI) Grant	STIP 2 - to provide release time for teacher collaboration and professional development for ELA and technology support. This position will provide push in student intervention and acceleration with opportunities for blended learning.	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	1.00	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments for low performing students and Low income students.	117-11
\$4,300.00	Comprehensive Support & Improvement (CSI) Grant	Reading Partners Contract	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		T2: Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	117-12
\$29,868.00	Comprehensive Support & Improvement (CSI) Grant	Technology Chromebook carts to support ST Math and Coding	Goal 2: Students are proficient in state academic standards.	4410	Equipment < \$5,000		n/a		T2: Teachers differentiate instruction for all students for reading and math providing small group instruction, based on evidence, regardless of current level of achievement	117-13
\$17,400.00	Comprehensive Support & Improvement (CSI) Grant	Young Wonks- Math intervention and operations management for families to be notified about student progress	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to support low performing students and provide small group instruction and intervention in math, opportunities for extended learning. (Swan Math and YoungWonks)	117-14

\$18,000.00	Comprehensive Support & Improvement (CSI) Grant	Playworks- For student supervision during recess and lunch schedule supervision.	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	117-15
\$7,317.18	General Purpose Discretionary	Extended contracts	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		n/a		T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to support low performing students and provide small group instruction and intervention in math, opportunities for extended learning. (Swan Math and YoungWonks)	117-16
\$4,951.20	General Purpose Discretionary	Substitutes for teachers	Goal 5: Students are engaged in school every day.	1150	Certificated Teachers: Substitutes		n/a		T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy	117-17
\$1,147.65	General Purpose Discretionary	Custodial overtime	Goal 5: Students are engaged in school every day.	2225	Classified Support Salaries: Overtime		n/a		Overall support for academic and social-emotional practices	117-18
\$10,434.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.40	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	117-19
\$7,500.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	117-20
\$1,093.00	General Purpose Discretionary	Surplus	n/a	4399	Surplus		n/a		n/a	117-21



\$6,000.00	General Purpose Discretionary	Copier maintenance agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	117-22
\$400.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Overall support for academic and social-emotional practices	117-23
\$13,311.00	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.20	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments for low performing students and Low income students.	117-24
\$84,374.00	LCFF Supplemental	TSA (ITL) to support teacher professional development, coaching and implementation of CCSS. Support student intervention and acceleration. 11 Month	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.70	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	117-25
\$6,500.00	LCFF Supplemental	Books other than textbooks to support differentiation and level reading instruction.	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students for reading and math providing small group instruction, based on evidence, regardless of current level of achievement	117-26
\$1,500.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	117-27
\$65,000.00	LCFF Supplemental	Restorative Justice coordinator and community school manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	1.00	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	117-28

\$10,000.00	LCFF Supplemental	Contract with Lincoln Child Center to provide support to school culture and climate with direct services to students and indirect services through COST participation, teacher consultation, and professional development.	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	117-29
\$10,700.00	LCFF Supplemental	Reading Partners Contract	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		T2: Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	117-30
\$8,415.00	LCFF Supplemental	Site licensing	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		T2: Teachers differentiate instruction for all students for reading and math providing small group instruction, based on evidence, regardless of current level of achievement	117-31
\$19,130.00	LCFF Supplemental	Library technician to have students complete reading groups, and check out books throughout the year at their independent reading levels.	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.25	T2: Teachers differentiate instruction for all students for reading and math providing small group instruction, based on evidence, regardless of current level of achievement	117-32
\$19,987.00	Measure G	Library Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.25	T2: Teachers differentiate instruction for all students for reading and math providing small group instruction, based on evidence, regardless of current level of achievement	117-33
\$295.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	117-34

\$45,394.00	Title I: Basic	STIP - to provide release time for teacher collaboration and professional development. Support with student intervention and acceleration and opportunities for blended learning.	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	1.00	T2: Teachers differentiate instruction for all students for reading and math providing small group instruction, based on evidence, regardless of current level of achievement	117-35
\$36,161.00	Title I: Basic	TSA (ITL) to support teacher professional development, coaching and implementation of CCSS. Support student intervention and acceleration. 11 Month	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.30	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	117-36
\$4,919.00	Title I: Basic	Site licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		T2: Teachers differentiate instruction for all students for reading and math providing small group instruction, based on evidence, regardless of current level of achievement	117-37
\$1,662.00	Title I: Parent Participation	Surplus	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		n/a		L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	117-38

Fruitvale

School Name

## Elementary School Compact

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

### Student Pledge:

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

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

---

Student signature

### Parent/Guardian or Family Member Pledge:

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

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

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Parent/Guardian or Family member signature

## Teacher Pledge:

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

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

\_\_\_\_\_  
Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.



## **Title I School Parental Involvement Policy 2018-19**

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

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

### **Involvement of Parents in the Title I Program**

~~Fruitvale Elementary~~ agrees to implement the following statutory requirements:

(Name of school)

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

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

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

- Meetings for SSC will be every last Friday of the month from 3pm-4pm in the library.

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

- During SSC meetings, members will have the opportunity to vote on how Title I funds will be used for the improvement of programming offered at the school that aligns with our SPSA.



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

- Monthly newsletters as well as information that is provided on monthly calendars as well as "Talking Points" text messages will be utilized to update parents about Title I programs.

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

- The meeting on October 24, 2018 from 8:45-9:45 explained the goals, assessments and curriculum students are expected to interact with throughout the year.

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

- Parents will have the opportunities to voice opinions at monthly SSC meetings and at informal meetings such as "Coffee with the Principal," during the last Wednesday of every month.

### School-Parent Compact

(Name of school) Fruitvale :

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



### Building Parent Capacity for Involvement

(Name of school) **Fruitvale** \_\_\_\_\_:

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.)

- This information was listed within the powerpoint agenda October 24, 2018. Parents will also have the opportunity to have parent teacher conferences over the Fall Oct. 31-Nov.2 and Nov. 9. More PTC will be scheduled after the second trimester in the Spring.

- 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.)

- Reading Partners will be facilitating a Literacy Night in December.
- Parent Teacher Conferences Oct. 31-Nov.2 and Nov. 9.
- Parent Volunteer program
- Math and ELA Expo (TBD)
- College and Career Expo (TBD)

- 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.)

- PTO formation.
- Coffee and Conversations
- Assemblies
- SSC Meetings





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

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

- Heritage Night Nov. 15,
- Literacy Night in December
- RJ Parent group.
- Volunteer opportunities.

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

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

- Weekly updates on "Talking Points"
- Monthly calendar of activities.

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

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

- PTO
- Coffee with the Principal
- Translation services

### Accessibility

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

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

- Translation services

(Principal's Signature)

*[Handwritten Signature]*

(Date)

12/14/18

This policy was adopted by the (Name of School) Fruitvale School Site Council on (Date) 12/14/18 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The (Name of school) Fruitvale'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.

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

### Adoption





**2018-2019**

**School Site Council Membership Roster – Elementary**

School Name: Fruitvale

Chairperson : Ingrid Garcia
Vice Chairperson: Isaac Hurtado
Secretary: Jody Hernandez

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Eugene Stovall	X			
Ingrid Garcia				X
Jody Hernandez				X
Carinne Salnave				X
Angelica Nodal				X
Isacc Hurtado				X
Sharon Haynes			X	
Jelena Buljko		X		
Mark Fisher		X		
Linda Velasquez		X		

Meeting Schedule (day/month/time)	<b>Last Friday of the Month</b>
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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.

1-Principal  
3-Classroom Teachers  
1-Other Staff

**AND**

5-Parent /Community