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File ID Number	22-1686
Introduction Date	8/24/22
Enactment Number	22-1458
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Fruitvale Elementary School
CDS Code: 1612596001838
Principal: Eugene Stovall IV
Date of this revision: 4/28/20

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

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

Contact: Eugene Stovall IV

Position: Principal

Address: 3200 Boston Avenue
Oakland, CA 94602

Telephone: 510-535-2840

Email: eugene.stovall-iv@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/28/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Fruitvale Elementary School **Site Number:** 117

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

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

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

Date(s) plan was approved: 4/28/2022

- 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 type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|---|---|

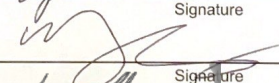
Signatures:

Eugene Stovall IV
Principal


Signature

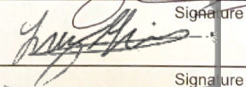
5-2-22
Date

Michael Gomez
SSC Chairperson


Signature

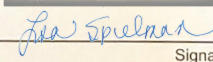
5-2-22
Date

Leroy Gaines
Network Superintendent


Signature

5/24/22
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

5/24/2022
Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/28/2022	SSC	SPSA Approval

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$90,200.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$466,623.77

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)	\$82,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$13,140.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,200.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$160,140.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,500.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$90,200.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$376,423.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$466,623.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Fruitvale Elementary School

School ID: 117

School Description

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

School Mission and Vision

Vision

We expect to win by keeping the end-goal of successful, life-long learners at our core, preparing students to meet the demands of the future while honoring heritage and cultural diversity. (work in study habits)

Mission

Fruitvale Superstars are dedicated to creating a thriving, friendly, and collaborative learning community through rigorous instructional strategies and social emotional learning. (work in pursuit of personal passion)

Core Values

We instill the core values of respect, responsibility, and safety, all in the service of children and their families

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	14%	<i>not available until Fall 2022</i>	19%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	16%	<i>not available until Fall 2022</i>	21%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	14%	<i>not available until Fall 2022</i>	19%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-73	n/a	<i>not available until Fall 2022</i>	-68
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	14%	<i>not available until Fall 2022</i>	19%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-86.6	n/a	<i>not available until Fall 2022</i>	-81.6
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	20%
CAST (Science) at or above Standard	All Students	2%	n/a	<i>not available until Fall 2022</i>	7%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-111.5	n/a	<i>not available until Fall 2022</i>	-106.5
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-51.6	n/a	<i>not available until Fall 2022</i>	-46.6
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	13%	<i>not available until Fall 2022</i>	18%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-118.4	n/a	<i>not available until Fall 2022</i>	-113.4
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-66.8	n/a	<i>not available until Fall 2022</i>	-61.8

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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ELL Reclassification	English Learners	1.9%	0.0%	<i>not available until Fall 2022</i>	7%
LTEL Reclassification	Long-Term English Learners	14.3%	0.0%	<i>not available until Fall 2022</i>	19%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	67%	66%	<i>not available until Fall 2022</i>	71%
Out-of-School Suspensions	All Students	2%	n/a	<i>not available until Fall 2022</i>	3%
Out-of-School Suspensions	African American Students	4%	n/a	<i>not available until Fall 2022</i>	4%
Out-of-School Suspensions	Special Education Students	2%	n/a	<i>not available until Fall 2022</i>	2%
Chronic Absenteeism	All Students	28%	28%	<i>not available until Fall 2022</i>	23%
Chronic Absenteeism	African American Students	43%	41%	<i>not available until Fall 2022</i>	37%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	70%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	70%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<ul style="list-style-type: none"> - New curriculum is more culturally responsive and engaging, foundational skills block, implementation of SIPPS across grade levels. - Support staff and additional staffing have supported curriculum facilitation. - Caring School Community Curriculum supports the group work and SEL skills, morning meetings, etc. 	<ul style="list-style-type: none"> - ESSER fund allocations. - Site and district commitment to PD on site and district level for curriculum coaching. - Support staff check ins bi weekly. - We have a highly qualified teaching presence in the majority of our classrooms.
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<ul style="list-style-type: none"> - New curriculum is more culturally responsive and engaging, foundational skills block, implementation of SIPPS across grade levels. - Support staff and additional staffing have supported curriculum facilitation. - Caring School Community Curriculum supports the group work and SEL skills, morning meetings, etc. 	<ul style="list-style-type: none"> - ESSER fund allocations. - Site and district commitment to PD on site and district level for curriculum coaching. - Support staff check ins bi weekly. - We have a highly qualified teaching presence in the majority of our classrooms.
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<ul style="list-style-type: none"> - Regular communication is sent out through parent square. - Good relationships between teachers and parents. 	<ul style="list-style-type: none"> - Opportunities for parents to engage in various committees. - Staff take the time to listen to Fruitvale families.
<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> - PLC's have been good to be able to meet with the grade level teams. - 5th week half days three straight days. 	<ul style="list-style-type: none"> - Utilizing instructional minutes to support faculty planning. - Using ESSER funds to hire intervention teachers and teachers on special assignment.
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	<ul style="list-style-type: none"> - Pandemic and distance learning challenges. Absences due to COVID. - The district is attempting to make things uniform. (Math and ELA) They are trying to find a curriculum that aligns to supporting students of color and low income communities. - Support staff are not always sustainable as a career path.
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. - Special Ed and General Ed curriculum are different. - Not enough support 1:1 for SPED. Not enough people to provide intervention work. 	<ul style="list-style-type: none"> - Pandemic and distance learning challenges. Absences due to COVID. - The district is attempting to make things uniform. (Math and ELA) They are trying to find a curriculum that aligns to supporting students of color and low income communities. - Staffing issues are not always sustainable as a career path. - SPED and GEN ed curriculum need to be on the same page even from assessment calendars, PDs, PLC at the district and site level.
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<ul style="list-style-type: none"> - Parents tune out the mass notifications because of things that relate to COVID as opposed to individual family needs. Inconsistent communication with the use of Parent Square. - Surveys are not as frequent with site practice. - Keeping parents out of the building. 	<ul style="list-style-type: none"> - Fatigue with COVID

<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> - Not taking survey information at the end of meetings. - Not enough representation across the board with teachers in ILT. - Faculty Council hasn't met enough and the system of how it is used needs to be reformatted. - Ongoing support staff and classroom teacher meetings. 	<ul style="list-style-type: none"> - Innundation of COVID related and safety protocols is our primary goal. - Developing committees at the beginning of the new year instead of the end of the school year. - Holidays, and COVID related illness has made the frequency of FC less than desirable. - Developing synergy between support staff and teaching staff. - We need to align support staff expectations with teacher expectations and student outcomes.
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1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Fruitvale Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Teachers used content language objectives in their daily lessons, student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. The idea was for teachers to provide opportunities for students to work collaboratively and engage in academic discussion, although this has been difficult to do within small groups over zoom meetings. Adult ESL Family Literacy class, month parent engagement events (Coffee with principal, parent workshops, SSC, SELL). Teachers implement use of student goal form, teacher confer with students and provided small group instruction for intervention and acceleration.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

The most effective part of strategies and actions have been the PLC cycles that we have developed over this past year. We use focal question framework for a five week cycle. The expectation is that at the end of the five weeks, students have a better understanding of what they know and how this relates to what they need to know within their upcoming units of instruction. Teachers should be conferring with students to develop plans that will support better outcomes in the future. Teachers will provide presentations at the end of each cycle. They will identify their goals, identify their findings and then next steps to ensure that their next cycle is better supported. Teachers are also asked to plan their next unit of study on that fifth week. The planning seems to be effective, however pacing and engaging students and families with this work is not as effective as it could be for various re

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

Most changes will be made to strengthening the mini cycles of inquiry by addressing student proficiency and growth within math and ELA classes. Changes can be found in Part 3 Strategies and Actions.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	SBAC ELA Distance from Standard Met	TSAs will be meeting in grade level spans K-2 and 3-5. They will be required to observe and provide feedback to teachers to improve their class room instruction after collaboration with the leadership team to assess deficits and strengths of pedagogical practice and implementation of math and ELA curriculum. They are also part of the instructional leadership team along with the PBIS teams, Faculty Council, COST and Leadership team. Leadership team meets every week for 1-2 hours planning, analyzing and evaluating data systems and methods for supporting best practices for great student outcomes.	Meetings are going well with my TSA's. The expectation is clear for meetings and we run them to fidelity weekly. Providing feedback after providing observations can be a struggle because there are so many issues with COVID. We also do not ave enough human resources.	The plan is to calibrate feedback together as a leadership team at the beginning of the year. Nothing needs to be discontinued.

STIP	i-Ready Math at or above Mid-Grade	This item cannot be removed by me but we will not be having a STIP position this upcoming school year.	We do not have the funds for a STIP sub	We will not have a STIP sub this upcoming year.
Licensing	CAST (Science) at or above Standard	Mosa Mack is an online science program that can provide students independent work time to prepare for their CAST science tests.	We currently have not held any capacity to complete science work.	We need to start prioritizing science work.
Refreshments for Parents	i-Ready Reading at or above Mid-Grade	These are going to be used for any upcoming workshops that we have with parents when we are allowed to have an in person presence at our site.	We have not been able to meet with parents in person because of the COVID restrictions on site.	Next year we will continue to support parent workshops so that we can increase enrollment through various third party vendors such as the OK Program, AAMA and Safe Passages.
Workshops for Parents	College/Career Readiness	We have a college and career day scheduled Spring of every year the day before we leave out for Spring Break.	We have not been able to meet with parents in person because of the COVID restrictions on site.	Next year we will continue to support parent workshops so that we can increase enrollment through various third party vendors such as the OK Program, AAMA and Safe Passages.
Childcare	Student Connectedness to School	Childcare will allow weekend workshops to happen with various 3rd party vendors bi weekly.	COVID has been the main thing that has not allowed for parent engagement. Therefore, there has not been any need for childcare.	Next year we will continue to support parent workshops so that we can increase enrollment through various third party vendors such as the OK Program, AAMA and Safe Passages.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Fruitvale Elementary School

School ID: 117

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Attendance

School Theory of Change:

If we identify goals for the reduction of chronically absent and tardy students, establish an attendance team that identifies those students and provide ongoing family engagement opportunities with families to celebrate good attendance as well as attendance issues that are consistent with district policy for SART and SARB processes for families, then all students will come to school on time everyday and our chronic absent and tardy rates will decrease.

Related Goal:

Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	Assesses current perception of family engagement from staff and family perspectives and implements feedback system.	Agendas, protocols, notes, and/or observations/videos that demonstrate: o Use of family engagement surveys/data to develop plans. o Use of data from principal-led focus groups on family engagement/perceived needs of the school.	- Parents tune out the mass notifications because of things that relate to COVID as opposed to individual family needs. Inconsistent communication with the use of Parent Square. - Surveys are not as frequent with site practice. - Keeping parents out of the building.	Tier 1

1-2	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	Assesses current environment and determines and implements plan to create an inclusive, supportive, and welcoming environment for all families.	Agendas, protocols, notes, and/or observations/videos that demonstrate: Increase in attendance at family workshops. o Professional learning on cultural competence, family partnership, and engagement.	<ul style="list-style-type: none"> - Parents tune out the mass notifications because of things that relate to COVID as opposed to individual family needs. Inconsistent communication with the use of Parent Square. - Surveys are not as frequent with site practice. - Keeping parents out of the building. 	Tier 1
1-3	Staff can explain how new policies are integrated into the school and support the vision.	Establishes appropriate legal, personnel, and support structures in programs for special education, English Learners, Foster Youth, and socially economically disadvantaged students.	Documents showing compliance with and communication about requirements for Special Education to stakeholders 75% of deliverables	<ul style="list-style-type: none"> - Not taking survey information at the end of meetings. - Not enough representation across the board with teachers in ILT. - Faculty Council hasn't met enough and the system of how it is used needs to be reformatted. - Ongoing support staff and classroom teacher meetings. 	Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	Mathematics
School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Mini cycles of inquiry once every five weeks. Teachers will be given planning time to complete this work during the fifth week during a half day.	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. - Special Ed and General Ed curriculum are different. - Not enough support 1:1 for SPED. Not enough people to provide intervention work. 	Tier 1
2-2	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy	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.	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	

2-3	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.	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.	8-9 cycles of inquiry throughout the year. Teachers will be expected to complete data analysis of focal inquiry groups reporting on their goals for the cycle, their findings and then finally their next steps.	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	Tier 1
2-4	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.	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 and ELA (Something we are still working on implementing.)	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Literacy				
School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor ELLs, African Americans students, Foster Youth, Low-Income students, low-performing students learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Tier 1 instructional supports Provide Tier 1 instructional supports: (e.g, academic vocab, anchor charts, scaffold, word walls)	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. - Special Ed and General Ed curriculum are different. - Not enough support 1:1 for SPED. Not enough people to provide intervention work. 	Tier 2
3-2	Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Readers/Writers Workshop Implement a Readers/Writers Workshop model during part of the ELA block (e.g. Expeditionary Learning).	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. - Special Ed and General Ed curriculum are different. - Not enough support 1:1 for SPED. Not enough people to provide intervention work. 	Tier 2

3-3	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.	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	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. - Special Ed and General Ed curriculum are different. - Not enough support 1:1 for SPED. Not enough people to provide intervention work. 	Tier 2
3-4	Teachers differentiate and accomodate reading and writing lessons for GATE and Special Education students ensuring to provide opportunities for intevention and acceleration in language arts through workshop, small group instruction and confering	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	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	Tier 2
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	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	Tier 1

3-6	Teachers lead students in setting and monitoring their own progress towards meeting academic goals for Reading, and provide individualized feedback with corrective action plans for low performing students, foster youth/homeless and low income students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teacher implement use of student goal form, teacher confere with students and provided small group instruction for intervention and acceleration. Students will be able to identify and explain their individual reading levels and goals	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	Tier 2
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority:	Professional Learning Communities (PLCs)
School Theory of Change:	If teachers are planning in departments and grade level teams analyzing formative assessments including reteaching lessons as a whole group, small group and one to one interaction, identifying rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then students will maintain a higher level of proficiency for formative and summative tasks.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers regularly analyze and develop lessons that incorporate multiple kinds of data about student performance and their experiences of learning.	Principal coordinates with district to effectively use data and evidence for school improvement.	Data conferences happen every 5 weeks. Teacher inputs data and analyzes data using a conference sheet that is submitted to the leadership team.	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	Tier 1

4-2	Teachers will document grading and scoring criteria, including rubrics and descriptors of grading practices across all grade levels and disciplines.	Engages teams in effective use of technology for data analysis and reporting to school community.	Principal/Lead Teams support staff to collaboratively determine school goals using multiple forms of data.	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. - Special Ed and General Ed curriculum are different. - Not enough support 1:1 for SPED. Not enough people to provide intervention work. 	Tier 2
4-3	Teachers share grading and assessment practices with students and parents.	Works with leadership team to build capacity of teacher teams to collaboratively calibrate what constitutes high quality work and achieve common scoring and grading practices.	Data wall posted and used by principal and staff. Feedback/scripts for teacher observations note that teachers are planning and implementing lessons based on student data.	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Equity
School Theory of Change:	If we focus as a site on developing our Black student population culturally and academically through professional development practices twice per semester, then we can ensure that Black families support the school priorities to in turn support the equity of their children.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	IP1.1 Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities	Home visits, Tier 1 RJ, 4-5 Grade Leadership opportunities, debrief unit goals and summative tasks once every five weeks	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. - Special Ed and General Ed curriculum are different. - Not enough support 1:1 for SPED. Not enough people to provide intervention work. 	Tier 2
5-2	IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	Hold various PD opportunities (2 per trimester) to focus on the disruption of deficit thinking for Black students.	<ul style="list-style-type: none"> - Not taking survey information at the end of meetings. - Not enough representation across the board with teachers in ILT. - Faculty Council hasn't met enough and the system of how it is used needs to be reformatted. - Ongoing support staff and classroom teacher meetings. 	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)					
School Priority:		EL Reclassification			
School Theory of Change:		If we provide explicit Designated systematic English Language Development and integrated ELD based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.			
Related Goals:		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will teach a designated block of ELD for 30 minutes a day, 5 days a week.	Following up during observation and feedback and during coaching conversations	This will be identified on teacher schedules and structured during ELD times.	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. 	Tier 1

6-2	Teachers will use sentence starters, vocabulary instruction intergrated into lessons throughout the day.	Following up during observation and feedback and during coaching conversations	This will be identified on teacher schedules and structured during ELD times.	<ul style="list-style-type: none"> - 1/20 students can read at grade level K-5. - Newly adopted curriculum for ELA and foundational skills are a new program as well. - Math curriculum will be changed. - Staffing issues with attracting additional support. - Special Ed and General Ed curriculum are different. - Not enough support 1:1 for SPED. Not enough people to provide intervention work. 	Tier 1
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PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 117

School: Fruitvale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
11-Month Teacher on Special Assignment (TSA)	\$80,194	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2787	11-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers will teach a designated block of ELD for 30 minutes a day, 5 days a week.	117-3
Childcare	\$1,000	Title I: Parent Participation	2422	Clerical Salaries: Extra Compensation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-5
Lincoln Child Center Contract	\$5,500	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	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	117-9
Refreshments	\$143	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-13
Unallocated	\$2,306	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-19
Workshops	\$1,057	Title I: Parent Participation	5000	Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-20
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-21



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

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

[Fruitvale Elementary]

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Parents will have the opportunity to come to 2 different parent teacher conferences over the course of the school year; Nov. 16-19 from 1:30-4:00 and March 8-10 1:30-4:00.

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

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

- Holding our annual meeting during our Family Engagement Meeting September 10, 2021 10:30-11:30.

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

- Parents will have opportunities to voice opinions at monthly SSC meetings and at informal meetings last Thursday of the month from 5:30pm-6:30pm monthly.

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

- Providing monthly newsletters either through paper or through our digital systems including Parent Square and our website; fruitvaleschoolousd.org.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

- Parents will have opportunities to voice opinions at monthly SSC meetings and at informal meetings such as parent engagement meetings weekly on Fridays.
- The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy.
- During SSC meetings, members will have the opportunity to vote on how Title I funds will be used for improvement of programming offered at the school that aligns with our SPSA.

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Literacy Night January 2022
- Math Night February 2022
- Volunteer opportunities.

Adoption

This policy was adopted by the (Fruitvale Elementary) School Site Council on (TBD) and will be in effect for the period of August 9, 2021 through May 27, 2022.

The school will distribute this policy to all parents on or before October 31, 2021.

Name of Principal: Eugene A. Stovall IV

Signature of Principal

Eugene A. Stovall IV

Date: 12/8/21

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

[Fruitvale Elementary]

2021-22

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

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

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Collecting monthly unit plans.
 - Support teacher instruction by offering high quality professional development once a week.
 - Support teacher instruction by providing flex time common preparation for math and ELA once a week for each subject.
 - Teacher will have common PLC's once a week on Wednesdays for a period of 50 minutes on Wednesdays at the conclusion of their professional development.
 - Teachers will have additional release time of three hours over a period of 11 days for a total of 1.5 extra hours of contracted time.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - There will be a total of two site wide parent teacher conference schedules over the first and second trimester (1) November 16-19 and (2) March 8-10
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - Teachers will communicate student progress through parent square, and phone calls.
- 4) Provide parents reasonable access to staff.**

- Parents can schedule parent teacher conferences with teachers separate of the site wide parent teacher conference time frame with at least 24 hour prior notice to the teacher during a school day.
 - The site leader will make reasonable accommodations for classroom coverage if the conference happens to fall within the teacher's instructional block. (If distance learning is not applicable)
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- Parents and family members will be able to come to the school site and work directly with their children's teacher on a voluntary basis through the Oakland ed fund.
 - Parents can work with the Parent Teacher Organization (PTO) to schedule opportunities to **volunteer** within classrooms.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- Math and ELA Expo (January and February 2022)]
 - College and Career Expo (March of 2022)
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- Teachers will have high level professional development focused on trauma informed practices, multi tiered systems of support (MTSS) and Student risk screening scale (SRSS)
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- Providing parents and families with access to student curriculum and initiatives through our website fruitvaleschoolousd.org .
 - Leveraging Parent Square, and newsletters translated into parent target languages.

Teacher Responsibilities

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

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
 - Striving to feed my child a nutritious breakfast, lunch and dinner.
 - Limiting the screen time of my child

Student Responsibilities

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

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

This Compact was adopted by the Fruitvale Elementary School on TBD, and will be in effect for the period of August 9, 2020 to May 26, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 10/31/21.

Signature of Principal: Eugene A.

Stovall

Date: 12/8/21

Title I Meeting

8.21.20



Fruitvale ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Michael Gomez
Vice Chairperson:	Maisha English Smith
Secretary:	Jennifer Rosen

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Eugene Stovall IV	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Lilia Martin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Jenifer Rosen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Danielle Gerena	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Maisha English-Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Michael Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Krista Thompson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Michelle Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Virginia Gilbert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Heidi Hill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	1st Friday
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SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

