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# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School



**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

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

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

- Title I Schoolwide Program       Comprehensive Support & Improvement (CSI) Grant       Additional Targeted Support & Improvement
- Title I Targeted Assistance Program       Local Control Funding Formula Equity Multiplier       Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/21/2026

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, ParentSquare blasts, etc.)

**Signatures:**

Cody Marshall <hr/> <i>Principal</i>	<i>Cody Marxshall</i> <hr/> Signature	<hr/> 4/21/2026 <hr/> Date
Damien Defils <hr/> <i>SSC Chairperson</i>	<i>Damien Defils</i> <hr/> Signature	<hr/> 5/6/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Leroy Gaines <hr/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr/> Signature	<hr/> 04/21/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 4/21/26 <hr/> Date

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/28/2026	SSC	Reflected on instructional practices and supports
2/10/2026	ILT	Reviewed data and identified school needs
1/16/2026	SELLS	Collected input for next year's SPSA draft
3/24/2026	SSC	

## 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 Literacy Program**

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$131,600.00
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	\$737,514.01

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$129,250
Title I Parent & Family Engagement Resource 3010	\$2,350
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$131,600</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$737,514.01</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$22,500
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$247,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$51,446
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$605,914</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Fruitvale Elementary School</b>		<b>School ID: 117</b>	
<b>CDS Code: 1612596001838</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>	<b>6/24/2026</b>

**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

**Resource Inequities (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 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.

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.2%	27.2%	47.6%	0.0%	9.5%	28.4%	96.5%	35.4%	0.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.9%	3.9%	4.7%	0.8%	1.6%	0.0%	95.7%	11.0%	83.5%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	15.2%	46.2%	27.0%	30%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.3%	42.9%	35.5%	60%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	16.3%	27.3%	43.6%	31%	40%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-107.0	-121.2	-115.7	-77.00	-57.0
SBAC ELA Participation	All Students	49.2%	96.8%	95.7%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	46.7%	51.8%	54.1%	52.8%	60.0%

<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-135.7	-137.8	-134.2	-105.0	-85.0
SBAC Math Participation	All Students	94.6%	94.6%	95.7%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	5.9%	7.3%	6.1%	20.0%	15%
California Science Test (CAST) Participation	All Students	82.9%	97.6%	94.3%	95.0%	95.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>
<b>Identified School Need:</b>	<ul style="list-style-type: none"> <li>- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment</li> <li>- D-ELD in daily schedules for all ELLs</li> <li>- IEPs completed on time</li> <li>- Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly</li> </ul>

**Academic Measures & Targets for Focal Student Groups**

<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-156.8	-131.7	-121.7	-77.0	-57.0
SBAC ELA Distance from Standard Met	English Learners	-119.7	-143.9	-136.3	-99.0	-79.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	46.5%	67.5%	58.3%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-174.9	-144.7	-144.5	-105.0	-90.0

SBAC Math Distance from Standard Met	English Learners	-149.6	-154.5	-148.2	-129.0	-100.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	17.3%	4.7%	12.9%	30.0%	30%
LTEL Reclassification	Long-Term English Learners	60.0%	33.3%	0.0%	80.0%	80.0%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	n/a	68.8%	70.8%	80.0%	85.0%
Out-of-School Suspensions	All Students	7.5%	4.6%	5.3%	3.5%	3.5%
Out-of-School Suspensions	African American Students	16.2%	8.6%	10.1%	3.0%	3.0%
Out-of-School Suspensions	Special Education Students	12.0%	9.2%	12.5%	2.0%	2.0%
Chronic Absenteeism	All Students	70.4%	38.5%	42.9%	40.0%	35.0%
Chronic Absenteeism	African American Students	72.5%	48.6%	57.7%	40.0%	35.0%

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

**School Goal:** By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

**Identified School Need:**

- Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	74.9%	74.3%	71.6%	90.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>Teachers familiar with the iReady platform and use it regularly in class to extend instruction and monitor student learning.</p> <p>Effective whole school testing campaign to build investment in students and to educate families about the importance of this assessment. Effective tools to get students to be aware and reflect on their data. Fewer students in the bottom tier mid year than has been observed in the past 3 years.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027          - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY          - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY          - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>Teachers shifting mindset towards teaching the curriculum and not over scaffolding or taking opportunities away from students. Students being presented in class with the same rigorous question types that are expected in state assessments. Students getting lots of opportunities, repetitions, and feedback. Teacher collaboration around math is productive. The number of students proficient in math nearly doubled by midyear (from 15% to 25%)</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%          2. An annual suspension rate below 2%</p>	<p>Chronic absenteeism is down by 7% compared to last year. Our suspension rate is still above the district average. However, we have resorted to suspending fewer students than at this time last year. Working to increase PBIS efforts so that the school continues to be a safe and joyful place for parents to bring their children every day and to reduce suspensions as a result of PBIS supports in place.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>PD attendance is expected and teachers consistently attend to collaborate, lesson plan, and analyze data. PD feedback surveys show satisfaction above 80%, showing that it is not only supporting academics but also in supporting wellness and stress management by providing plenty of time to complete deliverables and fulfill responsibilities.</p>

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>uncredentialed teachers and/or teachers in the beginnings of their career are still learning how to become effective at instruction. Sometimes this also limits collaboration opportunities. Teachers are learning to manage their time and responsibilities and a lot of support is needed to complete deliverables as a team or in a dedicated time and space.</p>
<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>uncredentialed teachers and/or teachers in the beginnings of their career are still learning how to become effective at instruction. Sometimes this also limits collaboration opportunities. Teachers are learning to manage their time and responsibilities and a lot of support is needed to complete deliverables as a team or in a dedicated time and space.</p>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Working to support teachers with tier 1 efforts that will support attendance. Efforts such as communicating learning goals clearly to families, effective behavior management, and relationship building are needing improvement so that families trust teachers and believe that every day truly counts.</p>
<i>LCAP Goal 4:</i>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Weekly coaching can be a challenge as needs often emerge that can distract instructional leaders.</p>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Fruitvale Elementary School

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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.

The literacy TSA and sub coverages have allowed us to focus on instruction in a way that would not have been possible without these allocations. Despite significant concerns with student proficiency, we are seeing lots of growth thanks to the current SPSA strategies and actions. There is a culture of optimism and a growth mindset across staff and students. A focus on instruction has been supported through a careful change management process that provides adequate support to adjust to new strategies and professional expectations.

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

Our students achieving typical growth or more exceeds the district average in almost every grade. We outperformed where we were at this time last year (midyear) in grades 1 through 3.

As a school average, we met our Mid-year growth goals for I-ready reading, led by strong efforts from G1 and G2

G2 Smashed the goal for the percent of students making the typical growth metric, highly outpacing what G2 was able to accomplish at this time last year.

In almost every grade, we exceeded district averages for students meeting stretch growth goals in Math while also outperforming where we were at the same time last year.

While we are still working to get our chronic absenteeism rate below the district average, we were able to cut chronic absenteeism by 7%.

Average Daily Attendance overall is meeting district goals

Our suspension rate is still above the district average. However, we have resorted to suspending fewer students than at this time last year.

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.

Modest changes to allocations for teacher extra time, mostly to lead workshops to support family engagement.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Extra time for teacher workshops</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>Teachers will hold family literacy and math workshops so that they can learn ways to support their child's leaning at home</p>	<p>We are excited to hold our family literacy workshop in march. In the 26-27 schol year, we will get more engagement and impact by having workshops earlier in the year. Having 4 workshops across the year will be the target</p>	<p>Continue, and think of other topics that will be supportive to community engagement</p>
<p>Supplies for curricular experiences</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Daily supplies for excecuting lessons to fidelity, provide differentiation, visual supports, and universasl design</p>	<p>Preventing a sense of scarcity of basic school materials means that teachers can focus on teaching and learning. Teachers do not have to spend money out of pocket on necessary supplies that are required by the curriculum. Differentiation such as color coding, extra paper, etc are possible</p>	<p>Continue. Teachers need materials to focus on teaching and learning.</p>
<p>Refreshments for parent engagement</p>	<p>Student Connectedness to School</p>	<p>Encourage more families to attend coffee with the principal, SSC, SELLS meetings</p>	<p>We have been able to support parent engagement with various events when refreshments are provided.</p>	<p>Continue. Amount approved will increase in 26-27 in order to continue momentum and to support the teams increased capacity to engage families.</p>
<p>10 month Literacy TSA</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Enable teacher coaching and professional development of research based literacy teaching practices.</p>	<p>The literacy TSA has been coaching teachers regularly, progress monitoring academic data, and supporting professional development around academics and literacy.</p>	<p>Continue. Teachers will continue to need coaching in 26-27 as we build their capacity. Progress monitoring and coordinatng assessment plans is rigorous and time intensive.</p>

Substitutes to enable teacher planning time	SBAC ELA Distance from Standard Met	Occasional extra planning time for teachers to internalize curriculum, analyze student work, and to collaborate with colleagues and instructional leaders	This structure has enabled extended and structured planning time. Teachers increase their capacity to deliver effective instruction. Reduces burrnout and supports staff retention.	Continue. The ability to create additional planning time as a response to needs or data is invaluable. Many productive collaborations have been enabled due to this allocation,

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Fruitvale Elementary School	<b>SCHOOL ID:</b> 117
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 : Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 : Supplemental
1-4	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic	Tier 1 : Universal
1-5	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal
1-6	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 : Universal
1-7	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 : Universal

1-8	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 : Universal
1-9	Students have access to rich literacy options including diverse texts that range in complexity and subject matter	All Students	Academic	Tier 1 : Universal

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY			
<b>Identified Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
2-1	Teachers and staff will progress monitor assessment data in PLCs	Latino/a Students	Academic	Tier 1 - Universal
2-2	Teachers will employ routine ELD instruction using language dives	Latino/a Students	Academic	Tier 1 - Universal

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	ALL	Behavioral	Tier 1 Universal
1-2	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	ALL	SEL/Mental Health	Tier 1 and 2 Universal
1-3	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	SPED	Behavioral	Tier 1, 2, and 3
1-4	Out of School Suspensions: Site Leaders will ensure that all special education case managers review behavior intervention plans with general education teachers, as well as non-certificated staff to ensure proper implementation of student behavior intervention plans. Special Educators will provide consultation to site personnel on implementation of student-specific BIPs to ensure consistent implementation.	SPED	Behavioral	Tier 2, 3
1-5	Out of School Suspensions: Site leaders will attend all IEP meetings for students with behavior intervention plans. Special Educators and site leaders will access behavioral consultation support where site-based efforts have not produced desired results in reducing behaviors of concern.	SPED	Behavioral	Tier 1,2,3

1-6	Out of School Suspensions: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. lunch, passing periods, before and after school), and will convene monthly to review efficacy.	SPED	Behavioral	Tier 3
1-7	ATTENDANCE SPECIALIST and CSM Adresseses Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	ALL	Academic	Tier 1,2
1-8	CSM Addresses Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	ALL	SEL/Academic	Tier 2, 3
1-9	Attendance Specialist and CSM Address Chronic Absenteeism: Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	African American, Arab American, Latino, Pacific Islander, and Special Education Students	Academic	Tier 2,3

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

**School Goal:** By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

**Identified Need:** Specifically:  
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.  
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.  
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	Academic/SEL	Tier 1
1-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	SEL/Behavioral	Tier 1
1-3	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1
1-4	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1

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<b>CONDITIONS FOR BLACK STUDENTS</b>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
#N/A	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	Academic	Tier 1 Universal
1-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.		Academic	Tier 1 Universal
1-3	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact		SEL	Tier 1 Universal
1-4	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.		Academic	Tier 1 Universal
1-5	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning		Academic	Tier 1 Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<a href="#">ELL Progress Data</a>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Student Learner	Academics	Tier 1 Universal
1-2	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Student Learner	Academics	Tier 1 Universal
1-3	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Student Learner	Academics	Tier 1 Universal
1-4	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	English Student Learner	Academics	Tier 1 Universal
1-5	Provide PLC time at least once per month to analyze student language progress and plan next instructinoal moves.	English Student Learner	Academics	Tier 1 Universal
1-6	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Student Learner	Academics	Tier 1 Universal

**PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
the safe passages after school program provides quality enrichment, academic support, and aftercare for students in our after school program.	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	117-1
the safe passages after school program provides additional staffing to support our recess and lunch supervision during the school day.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Out of School Suspensions: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. lunch, passing periods, before and after school), and will convene monthly to review efficacy.	117-2
The art prep teacher ensures that teachers receive 50 minutes of uninterrupted prep time, per the OEA teacher's contract.	\$50,493	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10111	Teacher Education Enhancement	0.40			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	117-3
These art materials support instruction within our art classes	\$953	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	117-4

**PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
our attendance specialist helps organize attendance data for our teams and helps conduct outreach to families to promote positive attendance	\$33,498	California Community Schools Partnership Program	2205	Classified Support Salaries	0286	Attendance Specialist	0.50			ATTENDANCE SPECIALIST and CSM Addresses Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	117-5
our restorative justice facilitator trains staff on best practices in restorative justice. They respond to events involving students that require a restorative response.	\$14,204	California Community Schools Partnership Program	2205	Classified Support Salaries	10114	Restorative Justice Facilitator	0.10			Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	117-6
the community school manager plays a critical role in integrating the partnership work of the school with its academic mission, serving as a high-level administrator managing, leading, and coordinating the community work to support school and student needs	\$103,009	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7898	Program Mgr Community School	0.50			Out of School Suspensions: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. lunch, passing periods, before and after school), and will convene monthly to review efficacy.	117-7
. Lincoln Families provides mental health services in schools and the community to help youth and families coping with trauma to succeed.	\$18,040	California Community Schools Partnership Program	5825	Consultants			0.00			Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	117-8
our PE teacher helps ensure that all teachers receive 50 minutes of prepratoin time, per the OEA contract	\$64,546	California Community Schools Partnership Program Carryover	1105	Certificated Teachers' Salaries	4785	Teacher Education Enhancement	0.50			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	117-9

**PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
ELOP funding to enrich after school program opportunities	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	117-12
additional time for teachers to plan workshops, participate on instructional leadership team, or culture and climate team. This planning and teacher leadership is time consuming but essential to align and train our teams on a common vision for the school.	\$15,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	117-13
school supplies for instruction	\$7,500	LCFF Supplemental	4310	School Office Supplies			0.00			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	117-14
our Teacher on Special Assignment supports literacy initiatives, teacher preparation and coaching, and assessment across the school.	\$113,382	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10965	TSA 11Mon 12Pay	0.60			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	117-15
the community school manager plays a critical role in integrating the partnership work of the school with its academic mission, serving as a high-level administrator managing, leading, and coordinating the community work to support school and student needs	\$103,009	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7898	Program Mgr Community School	0.50			CSM Addresses Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	117-16

**PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
our literacy tutor helps us run a multi tiered model where students who are behind can receive adequate instruction to close literacy gaps.	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	9651	Early Literacy Reading Tutor	0.80			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	117-17
The art prep teacher ensures that teachers receive 50 minutes of uninterrupted prep time, per the OEA teacher's contract.	\$64,546	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	4785	Teacher Education Enhancement	0.50			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	117-18
Our librarian manages the library and plans literacy programming so that all students have access to books for joy and can find books at their level	\$80,361	Measure G, Library Support	2205	Classified Support Salaries	7731	Library Technician	1.00			Students have access to rich literacy options including diverse texts that range in complexity and subject matter	117-19
The art prep teacher ensures that teachers receive 50 minutes of uninterrupted prep time, per the OEA teacher's contract.	\$63,117	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10111	Teacher Education Enhancement	0.50			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	117-20
supplies to support instruction, planning, differentiation	\$8,000	State Preschool One-Time Funds	4310	School Office Supplies			0.00			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	117-21
Extra time to provide workshops for parents	\$1,350	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		Chronic Absenteeism	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	117-22

**PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Light refreshments to remove barriers for parents to participate in family events.	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Chronic Absenteeism	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	117-23
Subs for teacher planning	\$1,417	Title I, Part A Schoolwide Program	1150	Certificated Teachers: Substitutes			0.00		i-Ready Reading at or above Mid-Grade	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	117-24
Restorative Justice Facilitator	\$127,833	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	10114	Restorative Justice Facilitator	0.90		Student Connectedness to School	Attendance Specialist and CSM Address Chronic Absenteeism: Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	117-25
our Teacher on Special Assignment supports literacy initiatives, teacher preparation and coaching, and assessment across the school.	\$75,588	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10965	TSA 11Mon 12Pay	0.40			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	117-26
portion of principal salary	\$21,123	Preschool Support Budget	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	1544	Principal, Elem School Large	0.10			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	117-27





## **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.

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:

- Title 1 Annual Meeting on 8/29/25

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.

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; [fruitvaleschool@ousd.org](mailto:fruitvaleschool@ousd.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 bi-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 platforms such as CLEVER (links to learning resources)

### **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
- 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
- Math Night February
- 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 12, 2025, through May 30, 2026.

**The school will distribute this policy to all parents on or before 8/30/25.**

**Name of Principal: Cody Marshall**

**Principal Signature: *Cody Marshall***

**Date: 8/29/25**

**Greetings, Fruitvale Families!**

**As you may know, our school receives Title I and IV funding. As such, we held our Title 1 Annual Meeting on August 27th where we, as a community, developed and reviewed our school's Parent-School Compact and Family Engagement Policy. Please find them attached and let us know if you have any questions.**

**[Parent-School Compact](#)**

**[Family Engagement Policy](#)**



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

## **School-Parent Compact**

### **Fruitvale Elementary**

**2025-26**

*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 2025-26 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.**
  - Maintaining up to date instructional schedules
  - 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.
  - Teachers will have common PLC's once a week on Wednesdays for a period of 50 minutes
  - 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 trimesters
- 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 with reasonable access to staff.**

- Parents can schedule parent teacher conferences with teachers separate from 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 Workshops
  - Family Literacy Night
- 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](http://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 8/29/25, and will be in effect for the period of August 27, 2025, to May 30, 2026.

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 9/12/25.

**Signature of Principal:**

*Cody Marshall*

**Date: 8/29/25**



**Fruitvale ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	Damian [REDACTED]
Vice Chairperson:	Maisha [REDACTED]
Secretary:	Virginia [REDACTED]

**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?)
Cody Marshall	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Jeremiah Cruz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Renee Schmitz	<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"/>	1st
Virginia [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Liz [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Javone [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Damian [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	<b>3rd Tuesday @ 3pm</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

