

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Fruitvale Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Fruitvale Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Fruitvale Elementary School
CDS Code: 1612596001838
Principal: Patricia Ceja
Date of this revision: 5/11/2016

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

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Fruitvale Elementary School

Site Number: 117

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

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 23, 2016

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

- | | | |
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| <input checked="" type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices, Media Announcements, etc.) |
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Signatures:

<u>Patricia Ceja</u> Print name of School Principal	 Signature	<u>5/24/16</u> Date
* <u>Jessica Echeverria</u> Print name of SSC Chairperson	 Signature	<u>5/24/16</u> Date
<u>LaRisha Martin</u> Print name of Network Superintendent	 Signature	<u>5/26/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	 Signature	<u>5-26-16</u> Date

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$63,377.80	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$190,888.13	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$351,145.10	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$72,692.39	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,914.97	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$74,607.36	\$0.00

ABOUT THIS SCHOOL

School Description

Fruitvale School offers a Transitional Kindergarten - 5th grade program within the Oakland Unified School District. We offer provide services for our students with disabilities with-in an Inclusion setting for grade 2nd-5th students. We also house the Fruitvale Pre-school program that offers a morning and afternoon class for Pre-K students. Our students come from a low-income, mainly residential, very culturally diverse area. Approximately 370 students are enrolled in the TK/K through 5th grade program. Over 80% of our students are on free or reduced lunch. The diversity of the student population is one of the school's unique characteristics. Our population as of Fall 2015 is 43% Latino, 29% African American, 14% Asian, Filipino and Pacific Islander, 4.8% White 2% Native American, 1% Multiple ethnicity. We are also experiencing a growing Arabic speaking population currently at a 12 %.

School Mission and Vision

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

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

MAJOR IMPROVEMENT PRIORITIES

- Major Improvement Priority #1:** Balanced Literacy
- Major Improvement Priority #2:** Math
- Major Improvement Priority #3:** Positive School Culture and Attendance
- Major Improvement Priority #4:** Parent Involvement

MAJOR IMPROVEMENT PRIORITY #1: Balanced Literacy

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
SRI overall growth of 4.5%, Including growth across all sub groups	11.8% performance status for SBAC ELA on SPF
5.4 % growth in SRI for Low income students	0% performance status for students with disabilities for SBAC ELA on SPF

2.4% growth in SRI for AA students	@ mid-year 15-16 SRI 65% of all students multiple years below
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ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Teachers are implementing Reader's Workshop more consistently providing whole group and small group instruction to support students. School Site has consistently provided PD on Balance literacy. Inquiry cycles aligned to reader's and writer's workshop where teacher use F&P/Unit Writing data to inform instruction. Teacher's collaborate and plan during PLC time. First year implementation for F&P.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Why?: Limited interventions being offered to all students not meeting grade level proficiency. LLI is only offered to a small number of 1st and second graders due to design of program and only the CCTL is implementing. Limited resources and intervention staff. Why2?: Teachers are not consistently conferring with all students. Pacing and time management during reader's and writers Workshop. Not all staff training on how to confer and who to confer with. First Year Implementation for F&P, new reading units?

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	6% of all students will move from their current performance level on SBAC ELA to the next performance level: 6% of 10.2 from standard met to Standard exceeded, 6% of 11.9 from standard nearly met to standard met, 6% of 75.7 from below to standard nearly met.	SBAC ELA	All Students	11.8%	18%	24%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	All students grades 2- 5 will make 1 or more year growth on SRI by June, 2017.	SRI	All Students	21.3%	31%	41%	3: Students are reading at or above grade level.
Academic	All kinder students will meet F&P level D and all first grade students will meet F & P level J by June 2016.	F&P	All Students	DRA k=40% 1st=9%	k= 14.7% 1st = 10.3%	k = 25% 1st = 20%	3: Students are reading at or above grade level.
Academic	All 2nd grade students will make progress towards reading at F & P level M by June 2016.	F&P	All Students	DRA 53%	2%	15%	3: Students are reading at or above grade level.

Academic	All 3rd grade students will make progress towards reading at F & P level P by June 2016.	F&P	All Students	DRA 36.8%	26.7%	37%	3: Students are reading at or above grade level.
Academic	All 4th grade students will make progress towards reading at F & P level S by June 2016./ All 5th gr. students will make progress towards reading at F&P level V by June 2016.	F&P	All Students	DRA 4th=36% 5th=13%	4th = 30.3% 5th = 20%	4th = 40% 5th = 35%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Data Driven Collaboration: Utilize cycles of inquiry to analyze reading and writing data and create instructional plans for whole group, small group and 1 on 1 conferring.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All teachers will implement all components of BAL including Reader's Workshop, Writer's Workshop, Word Study, Interactive Read alouds, Shared Reading and interactive/Shares writing ensuring students have plenty of time for independent reading and writing during Workshop. Teachers will follow scope and sequence for reading and writing units, create anchor charts, provide small group instruction to support differentiation and intervention. Teachers will also confer with students weekly. Weekly schedules will be set by each grade level identifying Reader's workshop block, Writer's workshop block, math, Science, PE and Designated ELD block. TK/Kindergarten and first grade teachers will include a literacy centers block.	Principal to observe classrooms daily and provide face to face feedback monitored by observation tracker. Weekly coaching of teacher by CCTL (teacher coach) and Principal on planning, instruction and best practices. Feedback from observations and coaching session to be gathered in tracker to monitor supports in place for teacher and differentiation of teacher PD and record and reflect on instructional next steps. Lead walkthrough with ILT, and CCTL to progress monitor teacher development and growth to help guide Professional Development. Use TGDS and OETF to support observations and feedback.	ILT will develop PD plan to support implementation and instruction for Reader's Workshop, Writer's Workshop, and DEsigned and Integrated ELD. PD plan will include Inquiry Cycles for reading and writing with a lens for diverse learners and differentiating instruction via best strategies and small group instruction and intervention. ILT will meet bi-monthly to collaboratively plan and set agendas for PD and engage in data analysis at the school site level. Teacher leaders will be identified for ELA, Math, Science and technology. Teacher leaders will serve as point persons to ensure full implementation of all adopted curriculum. Teacher leaders will be compensated to ensure full participation in all ILT meetings. Ensure teachers have access to working copier to support use of graphic organizers, assessment, reading logs, and copies for shared reading.

<p>Teachers will establish Guided Reading groups using data and set weekly schedule for small group instruction. Teacher will establish a weekly schedule for conferring with students 1 on 1.</p>	<p>Facilitate grade level and individual teacher data conferences to analyze and inform instruction with support from CCTL (Common Core Teacher Leader). Stip sub to provide release time for teacher to meet with principal and teacher coach.</p>	<p>Weekly PLC time for Grade level PLC Monthly PLC time by grade level or Program (ie. Sped teachers, inclusion partners) during school day with classroom coverage provided by subs, stip subs and additional day of prep teacher.</p>
<p>All teacher will ensure to assess students in a timely manner to ensure student data is current for progress monitoring and data analysis.</p>	<p>Monitor all assessments. Partner with district partners to ensure school is compliant with assessment calendar. Create data wall to monitor all data collected and progress monitor students.</p>	<p>ILT to set Assessment Calendar and ensure SRI and F&P given 3 times/year in alignment with district testing window.</p>
<p>Teacher will ensure to implement PBIS and RJ practices to support SEL and create a classroom environment conducive to learning and to support student with taking more ownership of their learning. Teacher will set necessary routines and structures to support instruction. In addition teacher will use the PBIS expectations lesson to establish classroom and learning expectations. All teachers will conduct daily morning circles to support establishment of positive classroom communities.</p>	<p>Conduct monthly walkthrough with a school culture climate focus looking for evidence of PBIS and RJ implementation. Weekly check-ins with RJ coordinator to discuss teacher and student supports and interventions. Partner with department of behavioral and mental health to coordinate RJ Tier 1 training for staff.</p>	<p>PBIS team to meet bi-monthly to plan monthly PD to support classroom management and foster positive school wide culture and climate that support tier 1 and tier 2 interventions that keep students in class learning. RJ coordinator to support work and teachers with consultation to support the RJ Tier 1 community building with RJ circles.</p>
<p>Teachers will ensure provide daily opportunities for students to engage in independent reading and provide students with leveled books of student's choice and also books aligned to themes. Teacher will monitor students independent reading through conferring, reader's notebooks, post-its and reading logs. TK/K and 1st grade teachers will have classroom reading log.</p>	<p>Ensure all classrooms are providing time for independent reading and ensuring students all being held accountable with reading logs, notebooks etc.</p>	<p>All students will visit school library bi-monthly to have opportunity to select books of choice to foster love for reading and to have books for independent reading at school and at home. Library Clerk to manage library, set schedule for classes, teach student how to use a library and assist students in book selection. Ensure all classrooms have plenty of leveled books for student to access at both the independent level and instructional level. Supporting teachers with leveling books and providing boxes or baggies for each student to organize their leveled book for independent reading.</p>
<p>All teacher will implement the use of student science workbooks to record note from text and presentations, record observations and academic discussion.</p>	<p>Ensure implementation of Differentiated Instruction training and ensure teachers are comfortable with the MTSS Inclusion Pyramid in regards to academics</p>	<p>PD to help teacher in supporting ELL students by providing designated and integrated ELD.</p>
<p>Teacher extended contracts to for collaborative planning, extra PD participation at beginning of school year and after school for teachers to develop ways to support newcomers supporting with homelanguage when able to, encouraging primary language use for discussion with peers and to provide before or after school intervention for newcomer students, students, present parent workshops.</p>	<p>Provide time and space for collaboration, create accountability structure for meeting to occur. Collaborate with CCTL on coaching teacher on providing targeted interventions for various sub groups of students and their parents.</p>	<p>Include PD for supporting newcomers and appropriate use of homelanguage to support instructions.</p>

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

MAJOR IMPROVEMENT PRIORITY #2: Math

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Average of 43% Proficient in k&1 Math CEUO	7% performance status for SBAC Math on SPF
37.5% proficient in 2nd gr. CEOU	only 6.8% proficient in 3rd grade math winter CEUO
Students test demonstrated evidence of use of 3 read strategy	only 5.5% in 4th gr proficient in winter CEOU and 0% in 5th gr

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

PLC time has been effective and helpful in developing grade level agreements on how to implement instruction. This is the second year of Expressions and the use of the district curricular guide. Teacher have received more PD in CCSS and using the district curricular guide. Cross grade level collaboration has been helpful in understanding key standards. Need more consistency across grade level PLCs.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Why1?:Pacing and time management for math instruction is a challenge. Teacher struggle with making more focus lessons using curriculum. Teacher are still learning how to plan using the District Curricular guide in collaboration with Expression. Teachers still growing in their knowldge and understanding of Key standards within the CCSS and Math Practices. Why2?: Students not completing the performance task. Students gave up and did not respond to all questions on test. Students lack motivation, stamina and perseverance. Students have not been consistently taught about having a growth mindset and setting goals for themselves. Why3?: Student's challenged by multiple step problems. Students don't know how and when to select appropriate operation for word problems. Student challenged by reading grade level text/word problems and academic vocabulary. Inconsistent instruction in content language and academic vocabulary.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	6% of all students will move from their current performance level on SBAC Math to the next performance level: 6% of 6.4% from standard met to Standard exceeded, 6% of 22.5% from standard nearly met to stanadard met, 6% of 67% from below to standard nearly met.	SBAC Math	All Students	7%	16% Exceeding or Meeting Standard	26% Exceeding ot Meeting Standard	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	All TK-1st grade students will reach grade level benchmarks on assessed standards.	Math C-EOU	All Students	Data not available	K-60%, 1st 55%	K-80%, 1st-75%	2: Students are proficient in state academic standards.
Academic	All 2nd-3rd grade students will reach grade level benchmarks on assessed standards.	Math C-EOU	All Students	Data not available	2nd-50%, 3rd-30%	2nd-70%, 3rd-50%	2: Students are proficient in state academic standards.
Academic	All 4th-5th grade students will reach grade level benchmarks on assessed standards.	Math C-EOU	All Students	Data not available	4th-25%, 5th-25%	4th-45%, 5th-45%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Standards-Driven Planning: During PD and PLC time teachers will be supported in ensuring the alignment of CCSS, curriculum, instruction, learning objectives and task in Math*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Implement District Core Math curriculum guide with Math Expression through Unit planning and ensuring use of all the key learning experience/math task.	Identify Math Lead for ILT. ILT to support development of PLC Plan for 2016-2017 to set math inquiry cycles to support Implementation of District Core Curriculum and unit planning. Lead monthly PLC's with data analysis, and lesson planning. PD to calibrate scoring of constructed response and performance task and for data analysis.	Monthly Math PLC/PD set aside for collaboration, lesson planning, scoring of constructed response and performance task and for data analysis. Ensure teachers have access to working copier to support use of graphic organizers and assessment.
Incorporate Math workshop at least 1 day/week to ensure small group intervention, acceleration, differentiation and opportunities for blended learning in math.	Principal to provide coaching on how to set small groups using data from formative task, expert task, summative task and daily student observational data. Provide coaching on planning for small group instruction. Work with ILT To plan Math PD Cycles.	Set 6 week Math PD cycle to support workshop during math in the classroom to support intervention in small groups and continue to build on teacher understanding of CCSS and Math practices.
Participate in professional develop to build knowledge and understanding of CCSS and Math Practices.	ILT to partner with District Math Specialist to identify potential PD opportunities for teacher to develop expertise in the CCSS and Math Practices. Work with ILT To plan Math PD Cycles.	Set 6 week Math PD cycle to support workshop during math in the classroom to support intervention in small groups and continue to build on teacher understanding of CCSS and Math practices.

Use strategies for integrated ELD and frontloading of vocabulary to ensure LEP students have access to curriculum. Teacher will use 3 read strategy during math instruction to ensure students understand what they are reading and being asked to do when solving math problems.	ILT team to plan Math PD that supports teachers in planning for meeting the needs of all students including opportunities to plan for opportunities for integrated ELD, Frontloading of academic vocabulary and other instructional strategies to ensure LEP students have access to curriculum.	Set 6 week Math PD cycle to support workshop during math in the classroom to support intervention in small groups and continue to build on teacher understanding of CCSS and Math practices. Ensure
Teacher will make appropriate accommodations and modifications to math instruction to ensure all students including students with disabilities are reaching grade level proficiency.	ILT team to collaborate with site Inclusion and PEC team to plan Math PD that supports teachers in planning for meeting the needs of all students including opportunities to plan for accommodations and modifications.	Set 6 week Math PD cycle to support workshop during math in the classroom to support intervention in small groups and continue to build on teacher understanding of CCSS and Math practices.
Teacher will conduct peer observations to provide feedback to each other to support building each other capacities in teaching math. Teacher will also observe each other to learn from each other.	ILT to plan and develop partnerships and foci for peer observations with input from FC.	Establish protocol for peer observations and feedback. Substitute teacher to provide release time for teacher to observe in each other classroom and to observe teachers at partner schools.

MAJOR IMPROVEMENT PRIORITY #3: Positive School Culture and Attendance

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
51.2% satisfactory attendance in 14-15	21.4% chronic absence in 14-15
11.20% performance status for EL students and Chronic Absence in SPF	30.3% Sped Students Chronic absence in 14-15
Decrease in suspension rate from 4.9% in 14-15 to a 1.7% week 26 15-16.	1.7% current suspension rate

ROOT CAUSE ANALYSIS for Priority #3
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
PBIS team in place supporting behavioral interventions and supports. RJ coordinator is supporting restorative justice practices daily. PBIS survey and walkthroughs demonstrate that PBIS and RJ practices are in place. 90.0 % of all staff believe that behavior supports will work with our students.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Attendance: Why? Families are keeping students home for chronic illnesses, personal family matters, child care issues and for SDC students transportation issues. Parents don't know all the rules and protocols for reporting an absence of what is excusable and what is not. Parents not familiar with all the resources school has to support students and families. Parents themselves do not have the information from the school. School needs to communicate better with Families in all their primary languages? Suspension: Why? Students are being suspended for violence and fighting. Some students escalate quicker than other into violence due to student having trauma, crisis, and/or disability. Students are being triggered by level or work, unclear expectations. Inconsistent interventions and teaching of school wide expectations.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Students will feel safe in school and motivated to attend school everyday and be in class on task as measured by a decrease in the Chronic Absence rate by 10%.	Chronic Absence	All Students	21.4%	11%	1%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	Suspension rate will decrease by 3%.	Suspensions	African- American Males	4.9%	1.7%	0%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Multi-Tiered Systems of Support (MTSS): Tier 1, 2, and 3 systems are established for school culture and are agreed upon and followed by all team-members. Specifically focusing on reduction in chronic absenteeism and suspension.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>

<p>All teacher will take attendance and submit on Aeries by 9:00 am. Teacher will also review, sign and submit weekly attendance report every Friday.</p>	<p>Communicate teacher expectations and provide weekly reminders to ensure attendance and reports are being submitted on time. Hold teacher accountable for submitting attendance in a timely manner. Meet weekly with attendance clerk to review attendance reports to ensure school is compliant. Ensure attendance clerk is printing and having teacher review attendance reports. Ensure attendance clerks is making daily phone calls to verify absences. Contact families with chronic absenteeism and clarify school and district expectations for attendance.</p>	<p>Full time attendance clerk to call home daily to verify absences and participate in attendance team. Assist teacher with completing attendance and attendance reports. Submit attendance reports in a timely manner. Attendance clerk to participate in COST to assist in coordinating service to students with attendance issues. Recognition of perfect attendance via awards and bulletin boards.</p>
<p>All teachers will fully participate in the implementation of PBIS and teach PBIS mini Lesson on School Core Values: Be Safe, Be Respectful, Be Responsible and the expected behaviors in all school areas.</p>	<p>Analyze monthly discipline data and share with PBIS team and whole school to assess needs and best practices.</p>	<p>RJ coordinator to work with students with problem solving strategies and techniques, conflict mediation</p>
<p>All teachers will complete COST forms for student that need Tier 2, Tier 3 Interventions and supports</p>	<p>Hold teachers accountable for implementing prereferral interventions and are completing URFs correctly when students are referred to office for major or chronic minor behaviors. Ensure office support staff are properly uploaded into Aeries.</p>	<p>Partner with Lincoln Child Center to provide students counseling .</p>
<p>Teacher's support with Playground supervision in morning and during first recess</p>	<p>Set scheduels for cafeteria and playgroung supervision in collaboration with teachers, SSO, afterschool program and yar supervisors.</p>	<p>Ensure School handbook has clear deliniated expectations for yard supervision for all stakeholders.</p>
<p>All teachers will implement the pre-referral interventions before referring students to office for major disciplinary concerns.</p>	<p>Collaborate with school partners to support and coach teachers in their development and understanding of PBIS expectations, and restorative justice framework and strategies.</p>	<p>Bi-monthly effective COST meetings led by school psychologist, focused on building and developing a RTI structure that monitors effectiveness of interventions and referring students for most appropriate interventions.</p>
<p>All teachers will work with community partners that provide interventions to support student development for positive behavior.</p>	<p>Meet with community parteners and ensure all contracts are in order. Clearly establish vision and mission for partnership and ensure alignment with school vision and mission.</p>	<p>Partner with Insights to behavior via PBIS cohort to support implementation of PBIS universal pre-referral tier 1 interventions, tier 2 and tier 3 behavior interventions. Partner with Licoln.</p>
<p>All teachers will teach the SEL skills needed for collaboration and academic discussion across all curricular areas like science, math etc.</p>	<p>Monitor implementation of SEL and PBIS through observations and walkthourghs.</p>	<p>Implement PBIS school wide with Reinforcement and incentive programs like Superstar Tickets and Dollar with weekly raffles.</p>

All teachers will use Pre-referral interventions to ensure students are given all opportunities to engage in class instruction before being referred out of class.	Coach teachers on Pre-referral interventions. Monitor use of URFs by grade, class, race, gender, and individual. Respond to URFs and complete administrative duties associated with URF. Ensure teachers are kept informed of consequences and administrative interventions provided for students.	100 % of teachers trained to use URF. Office staff to fully upload and submit all URFs completely. PBIS team to analyze URF data to guide intervention and supports based on trends and areas for improvement.
All teachers will use Audio Visual technology to support student engagement.	Ensure all classrooms are equipped with all the necessary technology needed.	Ensure all classrooms and teacher have access to resources and technology needed to support instruction and increase student engagement.
All teachers will set up classroom to facilitate collaboration and academic discussion	Full fill year 2 PBIS requirements and attend site PBIS meetings and District PBIS trainings.	Lunch ASP support Program - 3 to 4 After school Group Leaders work with students facilitating student leadership, positive play and engagement.
All teachers will use Pre-referral interventions to ensure students are given all opportunities to engage in class instruction before being referred out of class.	Coach teachers on Pre-referral interventions. Monitor use of URFs by grade, class, race, gender, and individual. Respond to URFs and complete administrative duties associated with URF. Ensure teachers are kept informed of consequences and administrative interventions provided for students.	Partner with Insights to behavior via PBIS cohort to support implementation of PBIS universal pre-referral tier 1 interventions, tier 2 and tier 3 behavior interventions. Continue partnership with Lincoln to support students and teachers.
		Bi-monthly effective COST meetings led by school psychologist, focused on building and developing a RTI structure that monitors effectiveness of interventions and referring students for most appropriate interventions.
		Parent Workshops to inform parents about importance of daily attendance

MAJOR IMPROVEMENT PRIORITY #4:

PERFORMANCE STRENGTHS & CHALLENGES for Priority #4	
Student Performance Strengths	Student Performance Challenges
33.9% participation rate in Parent CHKS survey (exceeds participation expectation)	-4.3% growth for EL reclassification on SPF
78.90% performance status in SPF	37.3% student participation in CHKS survey (below expected participation rate)
70.20% latino Families performance status in SPF	26.40% student performance status for SEL

ROOT CAUSE ANALYSIS for Priority #4

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

School planned 3 major events for the current school year which included Back to School night in fall, and SBAC data night and Open House/Science Night in May. Food, incentives, and translation bring about more parent participation. SSC takes place on a monthly basis and members need phone reminders to ensure attendance. The adult school English and Family Literacy class offered on site has greatly supported Spanish speaking parents and Arabic speaking parents to get more involved and participate in SSC and to access important school information about their students.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Parents are not aware of what is happening at school. There are some language barriers for some of our families. Not all of our notices are translated into Arabic. Not all families are getting the notices. Some students/teachers did not get the notices in a timely manner. Inconsistent system in place for sending communications home to families about school events and general information.

STUDENT PERFORMANCE GOAL(S) for Priority #4

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	To increase parent involvement and participation in all school activities to support the academic success of all students and foster a positive school climate. To increase parent involvement and participation in all school activities to support the academic success of all students and foster a positive school climate as measure by CHKS parent survey participation rate and performance status.	Culture/ Climate: Parent	All Students	78.90%	85%	90%	6: Parents and families are engaged in school activities.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	To increase student participation rate in the CHKS survey by ensure parents are well informed about Student CHKS survey and complete consent form to allow students to participate	Culture/ Climate: Student	All Students	37.3%	47.3%	57.3%	5: Students are engaged in school everyday.
Social/Emotional	To improve SEL student performance status.	SEL	All Students	26.40%	36.40%	46.40%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #4

Major Improvement Strategy for this priority: *Student and Family Engagement: Students and families are engaged as equal partners, setting long-term goals and short term goals and developing plans to meet them.*

KEY PRACTICES FOR PRIORITY #4

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All teachers will make positive phone calls home in addition to call about negative behaviors .	Send Phone Messenger to families for invitation to school events.	School to establish a monthly newsletter for parents to communicate about school events and school news.
All teachers will meet with parents during parent/teacher/student conferences at least 2x/year.	Provide coaching and support for teachers on building relationship with families.	Monthly parent workshop with translation and babysitting on understanding student expectations, reader's' workshop, CCS, NGSS and PBIS.
All teachers will identify a Classroom parent to support home school connection.	Provide coaching and support for teachers on building relationship with families.	Community Assistant to support family outreach and engagement by collaborating with teachers, parents and organizing parent workshops. Collaborate with COST team to support the coordination of services for students and their families.
Teacher will invite families to participate in classroom activities such as: field trips, publishing parties, volunteer readers.	Provide coaching and support for teachers on building relationship with families.	SEL PD for teachers on the importance of building relationships with students and their families.
Teacher will ensure student are setting goals for themselves using the school student goal setting form. Forms will be shared with families.	Provide Coaching and support for teacher on using student goal setting forms.	Goal setting Workshop for families.
Teacher will participate in home visits for students who need additional support.	Lead home visit team to visit families and develop home school connection.	Establish home visit team with teachers and school partners to develop home school connection.
TK/K teacher to support planning for TK/K parent/student orientation and TK/K transition meeting.	Coordinate with teacher leaders, community assistant and other school staff to plan incoming TK/K orientation and TK/K transition to next grade level.	TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten. TK/Kinder workshop to support transition to next grade level.
Complete Reclassification forms in a timely manner for all eligible students	Coordinate Reclassification in fall and spring. Provide teacher with timely information about reclassification.	Reclassification Workshop for parents.
	Meet with PTO representatives Monthly.	
	Monthly Coffee with the Principal.	
		SBAC DATA Night
		Back to School and Open House

	Provide refreshments for workshops, Back to School night, Coffee with Principal and Annual Title 1 meeting to increase parent participation.	Civic Center Permits and Custodial staff to support during evening and weekend parent involvement events
		Clerical overtime to support parent school event planning and preparation.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Services from Learning for Life.	After School Program to provide homework assistance and tutoring to support students reading development.	A1.6: After School Programs	5825	n/a	n/a	n/a	117-1	117
\$4,000.00	General Purpose Discretionary	Subs to provide coverage during observations and pre and post conferences and training.	Establish protocol for peer observations and feedback. Substitute teacher to provide release time for teacher to observe in each other classroom and to observe teachers at partner schools.	A2.1: Implementation of CCSS & NGSS	1150	n/a	n/a	n/a	117-2	117
\$800.00	General Purpose Discretionary	Classified stipends to support school staff during special events (ex: Family Data Night), that require extended hours.	Monthly parent workshop with translation and babysitting on understanding student expectations, reader's workshop, CCS, NGSS and PBIS. Clerical overtime to support parent school event planning and preparation.	A6.1: Parent / Guardian Leadership Development	2220	n/a	n/a	n/a	117-3	117
\$22,000.80	General Purpose Discretionary	Purchase supplies and materials to support instruction.	All teachers will implement all components of BAL including Reader's Workshop, Writer's Workshop, Word Study, Interactive Read alouds, Shared Reading and interactive/Shares writing ensuring students have plenty of time for independent reading and writing during Workshop. Teachers will follow scope and sequence for reading and writing units, create anchor charts, provide small group instruction to support differentiation and intervention. Teachers will also confer with students weekly. Weekly schedules will be set by each grade level identifying Reader's workshop block, Writer's workshop block, math, Science, PE and Designated ELD block. TK/Kindergarten and first grade teachers will include a literacy centers block.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	117-4	117
\$3,000.00	General Purpose Discretionary	Food and refreshments for teacher Pd, retreat and buy back days.	Teacher extended contracts to for collaborative planning, extra PD participation at beginning of school year and after school and to provide before or after school intervention for newcomer students, african american students, and present parent workshops.	A2.5: Teacher Professional Development for CCSS & NGSS	4311	n/a	n/a	n/a	117-5	117
\$10,000.00	General Purpose Discretionary	Copier equipment Maintenance Agreements	ILT will develop PD plan to support implementation and instruction for Reader's Workshop, Writer's Workshop, and Designated and Integrated ELD. PD plan will include Inquiry Cycles for reading and writing with a lens for diverse learners and differentiating instruction via best strategies and small group instruction and intervention. ILT will meet bi-monthly to collaboratively plan and set agendas for PD and engage in data analysis at the school site level. Teacher leaders will be identified for ELA, Math, Science and technology. Teacher leaders will serve as point persons to ensure full implementation of all adopted curriculum. Teacher leaders will be compensated to ensure full participation in all ILT meetings. Ensure teachers have access to working copier to support use of graphic organizers, assessment, reading logs, and copies for shared reading.		5610	n/a	n/a	n/a	117-6	117
\$200.00	General Purpose Discretionary	Duplicating	School to establish a monthly newsletter for parents to communicate about school events and school news.	A6.5: Academic Parent-Teacher Communication & Workshops	5716	n/a	n/a	n/a	117-7	117
\$270.00	General Purpose Discretionary	Postage	School to establish a monthly newsletter for parents to communicate about school events and school news.	A6.5: Academic Parent-Teacher Communication & Workshops	5724	n/a	n/a	n/a	117-8	117
\$23,107.00	General Purpose Discretionary	Servie Contract with Learning for Life to support Lunch program.	Lunch ASP support Program - 3 to 4 After school Group Leaders work with students facilitating student leadership, positive play and engagement.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	117-9	117
\$25,404.89	LCFF Supplemental	Attendance Clerk .5 FTE.	Full time attendance clerk to call home daily to verify absences and participate in attendance team. Assist teacher with completing attendance and attendance reports. Submit attendance reports in a timely manner. Attendance clerk to participate in COST to assist in coordinating service to students with attendance issues.	A5.4: Root Causes of Chronic Absence	n/a	ATTENDANCE CLERK ASSISTANT	ATTCKA0011	0.5	117-10	117

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$6,020.33	LCFF Supplemental	Additional time for Prep teacher to compensate for a full time position	Weekly PLC time for Grade level PLC Monthly PLC time by grade level or Program (ie. Sped teachers, inclusion partners) during school day with classroom coverage provided by subs, stip subs and additional day of prep teacher.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0106	0.05	117-11	117
\$46,651.61	LCFF Supplemental	Stip Sub Position	Weekly PLC time for Grade level PLC Monthly PLC time by grade level or Program (ie. Sped teachers, inclusion partners) during school day with classroom coverage provided by subs, stip subs and additional day of prep teacher.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0503	1	117-12	117
\$8,500.00	LCFF Supplemental	Extended Contract	Teacher extended contracts to for collaborative planning, extra PD participation at begining of school year and after school and to provide before or after school intervention for newcomer students, african american students, and present parent workshops.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	117-13	117
\$2,000.00	LCFF Supplemental	Subs	Ensure that the allocated funding is used to provide sub-time to release teachers for collaboration between SPED and GE teachers and support staff/aides	A2.1: Implementation of CCSS & NGSS	1150	n/a	n/a	n/a	117-14	117
\$42,311.30	LCFF Supplemental	Materials and supplies to support instruction.	Implement District Core Math curriculum guide with Math Expression through Unit planning and ensuring use of all the key learning experience/math task.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	117-15	117
\$50,000.00	LCFF Supplemental	Interprogram Restorative Justice Coordinator	RJ coordinator to work with students with problem solving strategies and techniques, conflict mediation	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	117-16	117
\$10,000.00	LCFF Supplemental	Serice Contract with Lincoln	Partner with Lincoln Child Center to provide students counseling .	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	117-17	117
\$20,823.16	Measure G (School Libraries)	Library Tech	"All students will visit school library bi-monthly to have opportunity to select books of choice to foster love for reading and to have books for independent reading at school and at home. Library Clerk to manage library, set schedule for classes, teach student how to use a library and assist students in book selection. Ensure all classroom have plenty of leveled books for student to access at both the independent level and instructional level. Supporting teachers with leveling books and providing boxes or baggies for each student to organize their leveled book for independent reading. "		n/a	LIBRARY CLERK SR	LBCLKS0011	0.5	117-18	117
\$21,176.84	Measure G (School Libraries)	Supplies, materials and books to support library	"All students will visit school library bi-monthly to have opportunity to select books of choice to foster love for reading and to have books for independent reading at school and at home. Library Clerk to manage library, set schedule for classes, teach student how to use a library and assist students in book selection. Ensure all classroom have plenty of leveled books for student to access at both the independent level and instructional level. Supporting teachers with leveling books and providing boxes or baggies for each student to organize their leveled book for independent reading. "	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	117-19	117
\$26,866.57	Measure G (TGDS)	Stip Sub	Establish protocol for peer observations and feedback . Substitute teacher to provide release time for teacher to observe in each other classroom and to observe teachers at partner schools.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.55	117-20	117
\$5,200.00	Measure G (TGDS)	TGDS alternate Observer Stipen	Teacher will conduct peer observations to provide feedback to each other to support building each other capacities in teaching math. Teacher will also observe each other to learn from each other. Selected teacher leaders will conduct short observation of selected teachers as part of TGDS.	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	117-21	117
\$45.63	Measure G (TGDS)	Supplies and materials to support instruction.	Set 6 week Math PD cycle to support workshop during math in the classroom to support intervention in small groups and continue to build on teacher understanding oc CCSS and Math practices.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	117-22	117

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$21,981.74	Program Investment	Stip Sub	Facilitate grade level and individual teacher data conferences to analyze and inform instruction twith support from CCTL (Common Core Teacher Leader). Stip sub to provide release time for teacher to meet with principal and teacher coach.	A2.8: Data & Assessment	n/a	TEACHER STIP	TCSTIP9999	0.45	117-23	117
\$23,893.26	Program Investment	Consultant Contract with Reading Partners	Provide Level Literacy Intervention (LLI) to lowest performing 1st. and 2nd grade students. Progress monitor students and regroup accordingly. Partner with Reading Partners to provide students with intervention in reading. Progress monitor students receiving intervention. Bi-Monthly Cost meeting to discuss students needing additional supports, interventions and serives to ensure academic achievement. COST facilitator to coordinate SST process. PEC staff to support COST and SST process and coduct EIP evaluation when necessary.	A3.2: Reading Intervention	5825	n/a	n/a	n/a	117-24	117
\$27,023.60	Title I Basic	Position for Community Assistant Bilingual	Community Assistant to support family outreach and engagement by collaborating with teachers, parents and organizing parent workshops. Collaborate with COST team to support the coordination of services for students and their families.	A6.1: Parent / Guardian Leadership Development	n/a	COMMUNITY ASSISTANT BILINGUAL	COMABI9999	0.6	117-25	117
\$11,400.00	Title I Basic	Extended Contract time	Teacher extended contracts to for collaborative planning, extra PD participation at begining of school year and after school and to provide before or after school intervention for newcomer students, african american students, and present parent workshops.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	117-26	117
\$10,008.79	Title I Basic	Books other than text books, level reading books.	Teachers will ensure provide daily opportunities for students to enage in independent reading and provide students with leveled books of student's choice and also books alignend to themes. Teacher will monitor students independent reading through conferring, reader's notebooks, post-its and reading logs. TK/K and 1st grade teachers will have classroom reading log.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	117-27	117
\$24,260.00	Title I Basic	Additional day of School Psychologist	Bi-monthly effective COST meetings led by school psychologist, focused on building and developing a RTI structure that monitors effectiveness of interventions and referring students for most appropriate interventions.	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	117-28	117
\$550.00	Title I Parent Participation	Purchase supplies for parent workshops	Parent workshops to support their clarity and understanding of their student's reading level and how to support their student at home.	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	117-29	117
\$1,364.97	Title I Parent Participation	Provide food and refreshments for parent workshops and special events.	Parent workshops to support their clarity and understanding of their student's reading level and how to support their student at home.	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	117-30	117

School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this 28 day of September, 2015.



Title I School Parental Involvement Policy 2015-16

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

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

Involvement of Parents in the Title I Program

Fruitvale Elementary agrees to implement the following statutory requirements:

(Name of school)

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

Every School year at Back to School Night.

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

Meetings offered in mornings and afternoons to accommodate parents schedules.

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

SSC, PTO, Family Literacy English Class, and Informal Meetings with Principal, Coffee with Principal.



OFFICE OF ACCOUNTABILITY PARTNERS

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

Annual Title 1 Meeting
SSC Meetings
School Site Plan Planning Meetings

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

SSC
Parent Teacher Conference
Family Literacy Class

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

SSC Meetings

School-Parent Compact

(Name of school) Fruitvale School :

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



Building Parent Capacity for Involvement

(Name of school) Fruitvale Elementary :

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California’s academic content standards
 2. The State of California’s student academic achievement standards
 3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child’s progress

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

-Parent/Teacher Conferences
 - Parents Workshops
 - Parent Literacy Class

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

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

-Parent/Teacher Conferences
 - Parents Workshops
 - Parent Literacy Class
 CST process when needed for student

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

PTO sponsored events, Teacher PD, Parent Teacher Conferences



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

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

Parent/Teacher Conferences

- Parents Workshops
- Parent Literacy Class

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

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

Flyer, Notices, Emails, Phone Messages

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

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

Handouts of Presentations made available to parents
Power Point Presentations

Accessibility

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

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

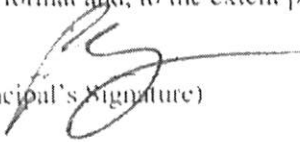
Spanish Translation made available at all meetings and notices sent home. Phone messages sent made in English and Spanish. Arabic when translations available.

OFFICE OF ACCOUNTABILITY PARTNERS

Adoption

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

This policy was adopted by the (Name of School) Fruitvale School Site Council on (Date) 9/28/15 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title I, Part A children. It will be made available to the local community. The (Name of school) Fruitvale's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

9/28/15
(Date)



Adoption

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

This policy was adopted by the (Name of School) Fruitvale School Site Council on (Date) 9/28/15 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Fruitvale's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

9/28/15
(Date)



School Site Council Membership Roster – Elementary

School Name: Fruitvale Elementary

School Year: 2015-16

Chairperson : Jessica Echeverria	Vice Chairperson: Shelley Mitchell
Secretary:	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Patricia Ceja	X			
Nancy Sherwood		X		
Mark Fisher		X		
Alexandra McGann		X		
Sharon Haynes			X	
Jessica Echeverria				X
Angelica Maria				X
Nedan Shariff				X
Shelley Mitchell				X
Fatima Ahmed				X

Meeting Schedule (day/month/time)	4th Monday of each month
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent /Community

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

Revised 9/2/15