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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School.

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Fruitvale Elementary School  
**CDS Code:** 1612596001838  
**Principal:** Eugene Stovall IV  
**Date of this revision:** 5/15/2020

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

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

**Contact:** Eugene Stovall IV  
**Address:** 3200 Boston Avenue  
Oakland, CA 94602

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:** Fruitvale Elementary School

**Site Number:** 117

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

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

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

**Date(s) plan was approved:** 5/15/2020

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

<input type="checkbox"/> Flyers 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:

Eugene A. Stovall IV

*Eugene A. Stovall IV*

5/15/2020

Principal

Signature

Date

Michael Gomez

*Michael Gomez*

5/15/2020

SSC Chairperson

Signature

Date

LaResha Martin

*LaResha Martin*

5/15/2020

Network Superintendent

Signature

Date

Lisa Spielman

*Lisa Spielman*

5/22/2020

Director, Strategic Resource Planning

Signature

Date

*Jody London*  
Jody London, President, Board of Education 8/27/2020

*Kyla Johnson Trammell*  
Kyla Johnson Trammell, Secretary, Board of Education 8/27/2020

## 2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

[illegible]

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$106,780.00
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	\$510,039.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$104,532.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$17,550.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,248.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$232,900.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$38,360.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$106,780.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$403,259.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$510,039.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Fruitvale Elementary School**School ID:** 117**School Description**

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

**School Mission and Vision**

## Vision

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

## Mission

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

## Core Values

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES****Focus Area: ELA and Math  
SBAC****Priority Strengths****Root Causes of Strengths***College/Career Readiness*

ELA SBAC 2019 -73.0 + 43 points  
RI Fall 2019 20.4% Prf or Adv. + 11.8%  
F&P Fall 2019 39.3% Prf or Adv. + 6%  
Math SBAC 2019 -86.6% +24.1  
CEOUE 43% Prof./Adv.

There has been a strong focus to realign operational systems; They include regular PD, PLC, observation and feedback, data driven instruction, weekly submission of lesson/unit plans, campus wide sustained silent reading and district walkthroughs aligning to cycles of inquiry.

<i>Focal Student Supports</i>	27% of AA students performed at grade level or above on the SBAC in ELA. 30% of AA students performed at grade level or above on the SBAC in math.	There was a strong push to review URF's and suspension data to reduce the number of AA boys from being suspended and referred at rates similar to their contemporary ethnicities, i.e. Asian, Latinos and Whites. Data was reviewed within PD and we used this information to create a plan to provide more Tier I supports within the classroom, academically and culturally.
<i>Student/Family Supports</i>	CHKS 2019 School Climate 77.5% +15.3%, LCAP Connectedness, 72.3% +5.3%, , Alcohol Tobacco and Drugs 65.8% -3.7%, SEL 62.7% +10.6% SRSS Fall 2019 External Behaviors 70% Low Risk, 23% Medium Risk, 7% High Risk; Internal Averages, Emotionally Flat 0.18, Shy Withdrawn 0.4, Sad Depressed 0.27, Anxious 0.27, Lonely 0.16	We provided families with various different engagement events; Latinx History month, Family Literacy Night, Musical performances and plays, Thankful for our families dinner, holiday gift giveaways, coffee with the principal monthly, parent teacher organization work.
<i>Staff Supports</i>	We hold weekly PD's, using an inquiry framework, weekly PLC's, COST Team to align resources, bi weekly ILT and PBIS	We have a weekly check in with leadership team on Mondays. Monthly the principal checks in with teachers during one prep period. The coaching that the leadership team provides for teachers for culture and academics is invaluable.
<b>Focus Area: ELA and Math SBAC</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	IAB Fall Data 2019 Math 0.6% Prf. or Adv. -8.6% Foundations for K Fall 2019 27.1% Prf. or Adv.	The site needs continued STIP subs to be able to support with technology such as ST math and coverage for teachers to engage in PLC's. We also need a curriculum that will align formative assessments to state assessments more seamlessly.
<i>Focal Student Supports</i>	22% of EL students performed at grade level or above on the SBAC in ELA. 8% of EL students performed at grade level or above on the SBAC in math.	We have a need to continue to provide supports around technology to capture student assessment data and offer individualized differentiated instruction.

<i>Student/Family Supports</i>	CHKS 2019 Physical and Mental Health, 41% -1.7%, Safety and Bullying 53.4% + 5.8%, Youth Development 83.8% - 4% SRSS Fall 2019 Internal Behaviors 72% Low Risk, 13% Medium Risk, 15% High Risk; External Averages Low Academic Achievement 0.91, Behavior Problem 0.61	We need to continue to have a RCSM to drive a lot of this work for sorting out high risk internalized and externalized behaviors, and that there can be continued progress around the wrap around services identified by our COST process.
<i>Staff Supports</i>	Our goal was to provide weekly PLC's twice a week Weekly PD's, PLC's, COST Team, bi weekly ILT and PBIS. We sometimes struggled to achieve twice weekly PLCs due to coverage.	We need to continue professional learning around Academic Conversation, Writing with Evidence, and Complex Text, and the Site needs to have a TSA for supports for driving this work.

## 1C: 20-21 STUDENT GOALS & TARGETS

### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

<b>School Goal for May 2023:</b>	Goal 1: By May 2023 all students will show 1 year of growth per year as measured by the I-Ready online reading assessment (K-2, Reading Inventory Grades 3-5)
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#### *Instructional Focus Goal: All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	34.6%	n/a	52.6%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	23.2%	n/a	55.7%

#### *Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-73.0	n/a	-43.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	41.8%	n/a	51.8%

#### *Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.*

SBAC Math	All Students	+15 points DF3	-86.6	n/a	-56.6
CAST (Science)	All Students	5 points DF3	2.0%	n/a	12.0%



**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

**School Goal for May 2023:** Goal 1: By May 2023 focal students will show 1.5 years of growth per year as measured by the I-Ready online reading assessment (K-2, Reading Inventory Grades 3-5)

**Instructional Focus Goal:** *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-111.5	n/a	-71.5
SBAC ELA	African-American Students	+20 points DF3	-51.6	n/a	-11.6
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	53.2%	n/a	43.20%

**Instructional Focus Goal:** *All students continuously grow towards meeting or exceeding standards in Math and Science.*

SBAC Math	Students with Disabilities	+20 points DF3	-118.4	n/a	-78.4
SBAC Math	African-American Students	+20 points DF3	-66.8	n/a	-26.8

**Instructional Focus Goal:** *English Learner students continuously develop their language, reaching English fluency in six years or less.*

ELL Reclassification	English Learners	Reclassify 16%	11.0%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

**School Goal for May 2023:** By May 2023, all students will be able to build relationships to feel connected and engaged in learning as referenced by attendance and URF data.

**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	72.3%	77.3%	82.3%

Suspensions	All Students	-2pp	1.1%	0.5%	0.5%
Suspensions	African-American Students	-2pp	2.8%	n/a	0.5%
Suspensions	Students with Disabilities	-2pp	2.4%	n/a	1.0%
Chronic Absence	All Students	-2pp	39.0%	25.0%	23.0%
Chronic Absence	African-American Students	-2pp	48.8%	35.0%	25%

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

**School Goal for May 2023:** By May 2023 all staff will be able to use DDI to be able to reteach student tasks at grade level.

Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
PLC Process	All Teachers	TBD	n/a	n/a	90%
Cycle of Inquiry Plans	All Teachers	TBD	n/a	n/a	20% Growth

#### 1D: IDENTIFIED NEED

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

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

#### 1E: RESOURCE INEQUITIES

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> Fruitvale Elementary School	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority: Literacy</b>	
<b>Theory of Change:</b>	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
<b>Related School Goal:</b>	Goal 2: By May 2020 all students will continuously grow towards meeting or exceeding standards in English Language Arts as measured by the state assessment.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
<p>Teachers will use content language objectives in their daily lessons, student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Teachers implement reader's Workshop and confer with students and pull small groups for intervention and acceleration. COST meets weekly to address student needs, RJ facilitator support implementation of RJ practices school wide, 100% of teacher implement community building circles, PBIS Team meets bi-monthly to support school wide implementation on PBIS. Weekly PD, Agendas, PLC, Principal and ITL coaching and feedback documented. Weekly Check in Meetings with Program Coordinator, ASP plan. Teachers implement use of student goal form, teacher confere with students and provided small group instruction for intervention and acceleration. Students will be able to identify and explain their individual reading levels and goals.</p>	
<b>What evidence do you see that your practices are effective?</b>	
<p>Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.</p> <p>Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.</p> <p>Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans.</p> <p>Principal, ITL and leadership team to provide profesional development and coaching to support teachers with differentiation and accomodations, interventions and accelerations and implementing readers and writers workshop, small group instruction and confering. Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students.</p>	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We will be able to make significant gains with student achievement and goal setting. The goals will be able to travel with students as they move on to their next grade level for next year.	
<b>19-20 Standards-Based Instruction Priority: Mathematics</b>	

<b>Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).
<b>Related School Goal:</b>	Goal 3: By May 2020 all students continuously grow towards meeting or exceeding standards in Math as measured by the Math SBAC.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Teacher use content language objectives aligned to math standards and practices for daily lesson, Math instruction includes number talks and workshop time at least 2 times a week. Weekly grade professional learning community for collaboration, data analysis, professional readings and planning time. Cycle #2 dedicated to Math instruction with Dedicated PD and PLC Time, Principal/Teacher Math Data Conferences. Teachers implement use of student goal form, teacher confer with students and provided small group instruction for intervention and acceleration.	
<b>What evidence do you see that your practices are effective?</b>	
Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments for low performing students and Low income students. Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to support low performing students and provide small group instruction and intervention in math. Teachers lead students in setting and monitoring their own progress towards meeting academic goals for math, and provide individualized feedback with corrective action plans for low performing students, african american students, latino students and low-income students.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Teachers will be able add conceptual knowledge to procedural fluency to math instruction. Students will be able to articulate goals and start framework around cross curricular tasks that are meaningful to student lives.	
<b>19-20 Conditions for Student &amp; Adult Learning Priority: Attendance</b>	
<b>Theory of Change:</b>	If we identify goals for the reduction of chronically absent and tardy students, establish an attendance team that identifies those students and provide ongoing family engagement opportunities with families to celebrate good attendance as well as attendance issues that are consistent with district policy for SART and SARB processes for families, then all students will come to school on time everyday and our chronic absent and tardy rates will decrease.
<b>Related School Goal:</b>	Goal 1: By May 2020, all students will be able to build relationships to feel connected and engaged in learning as referenced by attendance and URF data.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	

Identifying attendance challenge every month and an attendance raffle every week. SART and SARB process for students who have more than 10 absences for the year. Attendance meets every week to address the chronic absence challenges. There is face contact to make sure that students understand the importance of attendance.	
<b>What evidence do you see that your practices are effective?</b>	
As of right now the chronic absent rates are getting worse.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
A lot of work needs to be done around chronic absenteeism. Processes need to be refined and there need to be reports given monthly to parents and teachers that express the dollar amounts that we can be saving if we improve our chronic absent rates.	
<b>19-20 Conditions for English Language Learners Priority:</b>	<b>EL Reclassification</b>
<b>Theory of Change:</b>	If we provide explicit Designated systematic English Language Development and integrated ELD based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
<b>Related School Goal:</b>	Goal 4: By June 2020, all English Learner students continuously develop their language, reaching English Fluency in 6 years or less as measured by the ELPAC.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Teachers will use content language objectives in their daily lessons, student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Teachers provide opportunities for students to work collaboratively and engage in academic discussion. Teacher pulls student for small group intervention when needed. School will provide leveled designated eld instruction for newcomer students. Teacher provides opportunity for students to work collaboratively and engage in academic discussion. Teachers pulls student for small group intervention when needed. Adult ESL Family Literacy class, month parent engagement events (Coffee with principal, parent workshops, SSC, SELL). Teachers implement use of student goal form, teacher confer with students and provided small group instruction for intervention and acceleration.	
<b>What evidence do you see that your practices are effective?</b>	
Teachers are teaching ELD classes for thirty minutes a day for five days a week. Students are required engage in listening and speaking strategies that identify best practices for language acquisition.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Teachers will facilitate integrated ELD strategies. SIPPS needs to be part of this day.	
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b>	

We have concentration funds this year as opposed to no concentration last year in the amount of 50k. We are also getting more Title I finances but we are losing our CSI grant funds.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Fruitvale Elementary School			School ID: 117	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>				
School Priority ("Big Rock"):	Attendance			
School Theory of Change:	If we identify goals for the reduction of chronically absent and tardy students, establish an attendance team that identifies those students and provide ongoing family engagement opportunities with families to celebrate good attendance as well as attendance issues that are consistent with district policy for SART and SARB processes for families, then all students will come to school on time everyday and our chronic absent and tardy rates will decrease.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	Assesses current perception of family engagement from staff and family perspectives and implements feedback system.	Agendas, protocols, notes, and/or observations/videos that demonstrate: o Use of family engagement surveys/data to develop plans. o Use of data from principal-led focus groups on family engagement/perceived needs of the school.	CHKS 2019 Physical and Mental Health, 41% -1.7%, Safety and Bullying 53.4% + 5.8%, Youth Development 83.8% - 4% SRSS Fall 2019 Internal Behaviors 72% Low Risk, 13% Medium Risk, 15% High Risk; External Averages Low Academic Achievement 0.91, Behavior Problem 0.61



1-2	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	Assesses current environment and determines and implements plan to create an inclusive, supportive, and welcoming environment for all families.	Agendas, protocols, notes, and/or observations/videos that demonstrate: Increase in attendance at family workshops. o Professional learning on cultural competence, family partnership, and engagement.	CHKS 2019 Physical and Mental Health, 41% -1.7%, Safety and Bullying 53.4% + 5.8%, Youth Development 83.8% - 4% SRSS Fall 2019 Internal Behaviors 72% Low Risk, 13% Medium Risk, 15% High Risk; External Averages Low Academic Achievement 0.91, Behavior Problem 0.61
1-3	Staff can explain how new policies are integrated into the school and support the vision.	Establishes appropriate legal, personnel, and support structures in programs for special education, English Learners, Foster Youth, and socially economically disadvantaged students.	Documents showing compliance with and communication about requirements for Special Education to stakeholders 75% of deliverables	
1-4	Kindergarten teachers will have a kindergarten meet and greet before school starts to aid in the pre-k to Kinder transition and review attendance expectations and provide kindergarteners and parents with an opportunity to familiarize themselves with the classroom and school routines.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Students will to class on time and parents will understand the general expectation of kindergarten routines and procedures.	

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Mathematics
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<b>School Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments for low performing students and Low income students.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teacher use content language objectives aligned to math standards and practices for daily lesson, Math instruction includes number talks and workshop time at least 2 times a week	
2-2	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data looking at Low performing students, low income students, foster youth, African American students, ELL and Newcomer students.	Weekly grade professional learning community for collaboration, data analysis, professional readings and planning time.	

2-3	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to support low performing students and provide small group instruction and intervention in math, opportunities for extended learning.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	1 Cycle dedicated to Math instruction with Dedicated PD and PLC Time, Principal/Teacher Math Data Conference	
2-4	Teachers lead students in setting and monitoring their own progress towards meeting academic goals for math, and provide individualized feedback with corrective action plans for low performing students, african american students, latino students and low-income students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teachers implement use of student goal form, teacher confere with students and provided small group instruction for intervention and acceleration, students able to share their goals for math	

<i>District Strategy: Developing <b>LANGUAGE AND LITERACY</b> Across the Curriculum</i>	
<b>School Priority ("Big Rock"):</b>	Literacy
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor ELLs, African Americans students, Foster Youth, Low-Income students, low-performing students learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Tier 1 instructional supports Provide Tier 1 instructional supports: (e.g, academic vocab, anchor charts, scaffold, word walls)	
3-2	Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Readers/Writers Workshop Implement a Readers/Writers Workshop model during part of the ELA block (e.g. Lucy Calkins Units of Study) .	
3-3	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice representative of our foster youth/homeless students, our African american Students, our Latino students, our Low income students and our Special education Students.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	COST meets weekly to address student needs, RJ facilitator support implementation of RJ practices school wide, 100% of teacher implement community building circles, PBIS Team meets bi-monthly to support school wide implementation on PBIS . 4.2 6-week culture/climate plan Implement and use a 6-week School Culture and Climate plan that is revisited throughout the year	

3-4	Teacher differentiate and accomodate reading and writing lessons for GATE and Special Education students ensuring to provide opportunities for intevention and acceleration in language arts through workshop, small group instruction and confering	Principal, TSA and leadership team to provide profesional development and coaching to support teachers with differentiation and accomodations, interventions and accelerations and implementing readers and writers workshop, small group instruction and confering	Weekly PD, Agendas, PLC, Principal and TSA coaching and feedback documented	
3-5	Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	Principal and teacher leader and liaison will partner with ASP to provide feedback and support to ASP teachers and staff.	Weekly Check in Meetings with Program Coordinator, ASP plan	
3-6	Teachers lead students in setting and monitoring their own progress towards meeting academic goals for Reading, and provide individualized feedback with corrective action plans for low performing students, foster youth/homeless and low income students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teacher implement use of student goal form, teacher confere with students and provided small group instruction for intervention and acceleration. Students will be able to identify and explain their individual reading levels and goals	

<i>District Strategy:</i> Building <b>CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b>	
<b>School Priority ("Big Rock"):</b>	Professional Learning Communities (PLCs)
<b>School Theory of Change:</b>	If teachers are planning in departments and grade level teams analyzing formative assessments including reteaching lessons as a whole group, small group and one to one interaction, identiying rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then students will maintain a higher level of proficiency for formative and summative tasks.

<b>Related Goal(s):</b>		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers regularly analyze and develop lessons that incorporate multiple kinds of data about student performance and their experiences of learning.	Principal coordinates with district to effectively use data and evidence for school improvement.	Principal holds regular data conferences aligned to assessment cycles in which teachers come prepared with data analysis and differentiation plan.	IAB Fall Data 2019 Math 0.6% Prf. or Adv. -8.6% Foundations for K Fall 2019 27.1% Prf. or Adv.
4-2	Teachers will document grading and scoring criteria, including rubrics and descriptors of grading practices across all grade levels and disciplines.	Engages teams in effective use of technology for data analysis and reporting to school community.	Principal/Lead Teams support staff to collaboratively determine school goals using multiple forms of data.	
4-3	Teachers share grading and assessment practices with students and parents.	Works with leadership team to build capacity of teacher teams to collaboratively calibrate what constitutes high quality work and achieve common scoring and grading practices.	Data wall posted and used by principal and staff. Feedback/scripts for teacher observations note that teachers are planning and implementing lessons based on student data.	22% of EL students performed at grade level or above on the SBAC in ELA. 8% of EL students performed at grade level or above on the SBAC in math.

#### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	EL Reclassification
<b>School Theory of Change:</b>	If we provide explicit Designated systematic English Language Development and integrated ELD based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.

<b>Related Goal(s):</b>		English Learner students continuously develop their language, reaching English fluency in six years or less.		
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor English Language Learner students learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning for English language learners	Teachers will use content language objectives in their daily lessons, student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective	22% of EL students performed at grade level or above on the SBAC in ELA. 8% of EL students performed at grade level or above on the SBAC in math.
5-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teacher provides opportunity for students to work collaboratively and engage in academic discussion, teacher pulls student for small group intervention when needed	
5-3	Teachers will differentiate instruction for newcomer students to ensure access to grade level curriculum	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	School will provide leveled designated eld instruction for newcomer students. Teacher provides opportunity for students to work collaboratively and engage in academic discussion, teacher pulls student for small group intervention when needed	

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



**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number: 117**
**School: Fruitvale Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
This is for after school program ensuring that students have help with homework and after school care.	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teacher will partner with afterschool staff to support literacy and language practice and enrichment in the After School program.	117-1
Subs for teachers	\$4,951	General Purpose Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-2
Custodial overtime	\$1,148	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-3
Supplies	\$8,800	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-4
Copier maintenance	\$2,451	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-5
Postage	\$200	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-6
This is going to be deisgnated for our RCSM to help with culture and climate and family engagement within the school.	\$35,901	LCFF Concentration	2305	Classified Supervisors' and Administrators' Salaries	7898	Program Mgr Community School	0.25	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-7

Extended Contracts	\$5,818	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	117-8
Teacher on Special Assignment coaching	\$92,343	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2787	11-Month Classroom TSA	0.70	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	117-9
This is for extra physical education time for students to have to fulfill 100 minutes of P.E. per week.	\$21,390	LCFF Supplemental	1105	Certificated Teachers' Salaries	4785	Teacher Education Enhancement	0.25	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	117-10
Making sure that students are supervised on the yard	\$10,897	LCFF Supplemental	2905	Other Classified Salaries	6414	Noon Supervisor	0.40	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Assesses current environment and determines and implements plan to create an inclusive, supportive, and welcoming environment for all families.	117-11
This is not the correct price point for this position. It is more at 68,500	\$55,790	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7898	Program Mgr Community School	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-12
Extended Contracts	\$2,697	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy	117-13
Noon Supervisor	\$10,892	LCFF Supplemental	2905	Other Classified Salaries	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	117-14

Books other than textbooks	\$6,500	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	117-15
Instructional Supplies	\$5,234	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	117-16
Lincoln contract	\$2,975	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	117-17
Reading Partners	\$14,484	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	117-18
Site Licenses	\$8,415	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers differentiate instruction during reading and writing workshop for all students, based on evidence, regardless of current level of achievement	117-19
This is for our library clerk.	\$28,080	Measure G: Library	2205	Classified Support Salaries	7731	Library Clerk	0.50	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers regularly analyze and develop lessons that incorporate multiple kinds of data about student performance and their experiences of learning.	117-20
This is for books within the library.	\$7,826	Measure G: Library	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers regularly analyze and develop lessons that incorporate multiple kinds of data about student performance and their experiences of learning.	117-21
To be allocated in Fall 2020.	\$1,410	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	117-22

This is for our STIP sub to cover classes for PLC's	\$59,092	Title I: Basic	1105	Certificated Teachers' Salaries	7201	STIP Teacher	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	117-23
Teacher on Special Assignment coaching	\$39,576	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2787	11-Month Classroom TSA	0.30	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	117-24
Site Licenses (This should be allocated to 5846	\$6,302	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Establishes appropriate legal, personnel, and support structures in programs for special education, English Learners, Foster Youth, and socially economically disadvantaged students.	117-25
Child care and refreshments (4311) for Refreshments and (2422) for Child Care	\$2,248	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-26
Lincoln Child Care (5825)	\$7,025	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to support low performing students and provide small group instruction and intervention in math, opportunities for extended learning.	117-27



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **[Fruitvale Elementary]**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

- Parents will have the opportunity to come to 2 different parent teacher conferences over the course of the school year; Nov. 18-22 from 1:30-4:00 and March 23-26 1:30-4:00.

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

- Holding our annual meeting during our Back to School Night from 5:00pm-5:40pm.

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 such as “Coffee with the Principal” during the last Wednesday of every month.

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 Talking Points and EdOptim.

### **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 monthly meetings through our Parent Organization.
- Providing monthly meetings through Coffee with the Principal.

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

- Providing parents and families with access to student curriculum and initiatives through our Fruitvale application EdOptim.
- Math and ELA Expo (TBD)
- College and Career Expo (TBD)

### **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
- Coffee with the Principal
- Assemblies
- SSC Meetings



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

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

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 by:

- 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
- Coffee with the Principal
- 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:

- Heritage Night November 22.
- Literacy Night in December.
- Night at the Museum in February.
- Volunteer opportunities.

#### **Adoption**

This policy was adopted by the (Fruitvale Elementary) School Site Council on (10/4/19) and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before October 31, 2019.

Name of Principal: Eugene A. Stovall IV

Signature of Principal

A handwritten signature in black ink, reading "Eugene A. Stovall IV". The signature is written in a cursive style with a large, stylized "E" and "S".

Date

10/28/19

*Please attach the School-Parent Compact to this document.*





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **School-Parent Compact**

**[Fruitvale Elementary]**

**2019-20**

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

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

### **School Responsibilities**

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - Collect lesson plans weekly.
  - Support teacher instruction by offering high quality professional development once a week.
  - Support teacher instruction by holding professional learning communities (PLC) once a week, during instructional blocks leveraging STIP subs to hold classes for a period of 50 minutes once per week.
  - Teacher will have common PLC's once a week on Wednesdays for a period of 30 minutes on Wednesdays at the conclusion of their professional development.
  - Teachers will have additional release time of three hours over a period of 11 days for a total of 1.5 extra hours of contracted time.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - There will be a total of two site wide parent teacher conference schedules over the first and second trimester (1) November 18-22 and (2) March 23-26.
- 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 the EdOptim platform.
- 4) Provide parents reasonable access to staff.**

- Parents can schedule parent teacher conferences with teachers separate of the site wide parent teacher conference time frame with at least 24 hour prior notice to the teacher during a school day.
- The site leader will make reasonable accommodations for classroom coverage if the conference happens to fall within the teacher's instructional block.
- 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.**
- Providing parents and families with access to student curriculum and initiatives through our Fruitvale application EdOptim.
- Math and ELA Expo (TBD)]
- College and Career Expo (TBD)
- 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 Fruitvale application EdOptim.
- Leveraging Talking Points, Robo Calls, 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 10/4/19), and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 10/31/19.

**Signature of Principal**



**Date**

10/28/19

**2019-2020****School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

Chairperson :

Vice Chairperson:

Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule  
(day/month/time)**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members