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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2023-2024 School Plan for Student Achievement (SPSA)

School: Fruitvale Elementary School
CDS Code: 1612596001838
Principal: Eugene Stovall IV
Date of this revision: 6/14/20

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

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

Contact: Eugene Stovall IV **Position:** Principal
Address: 3200 Boston Avenue **Telephone:** 510-535-2840
Oakland, CA 94602 **Email:** eugene.stovall-iv@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 6/14/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 6/13/2023

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

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|---|

Signatures:

Dr. James Vaughn <hr/> <i>Principal</i>	<i>James Vaughn</i> <hr/> Signature	<hr/> 6/14/2023 Date
Michael Gomez <hr/> <i>SSC Chairperson</i>	<i>Michael Gomez Jr</i> <hr/> Signature	<hr/> 6/14/23 Date
Leroy Gaines <hr/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr/> Signature	<hr/> 6/14/2023 Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 6/14/23 Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/17/2023	ILT	Review school strengths and challenges.
1/19/2023	SSC	Review and approved Title I & Title IV budgets for the 2023-24 school year.
1/31/2023	ILT	Review SPSA Parts 1 & 2
10/27/2022	SSC	Approved Safety Plan

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$93,070.00
Total Federal Funds Provided to the School from the LEA for CSI	\$149,061.65
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$575,388.08

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)	\$85,125	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$15,180	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,270	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$186,830	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,675	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$149,062	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$242,132	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$333,256	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$575,388
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
55.3%	44.7%	40.9%	5.5%	3.8%	0.0%	92.4%	27.4%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
35.4%	5.5%	44.3%	6.8%	0.8%	0.8%	0.4%	3.0%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Fruitvale teachers and staff will ensure that 80% of students master early literacy goal and students at grade level for SBAC and iReady will increase 5 percentage points.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	14.3%	0.0%	<i>not available until Fall 2023</i>	19.3%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	16.3%	7.5%	<i>not available until Fall 2023</i>	21.3%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	14.3%	20.5%	<i>not available until Fall 2023</i>	19.3%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-73	n/a	-91.2	<i>not available until Fall 2023</i>	-68.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	14.4%	9.5%	<i>not available until Fall 2023</i>	19.4%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-86.6	n/a	-119.6	<i>not available until Fall 2023</i>	-81.6
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	4.4%	<i>not available until Fall 2023</i>	20.0%
CAST (Science) at or above Standard	All Students	2.0%	n/a	11.6%	<i>not available until Fall 2023</i>	7.0%

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

School Goal for Targeted Supports for Focal Student Groups: *Through the implementation of a "mentorship program," that will specifically target African American students, literacy rates will increase on SBAC and i-Ready by 10 percentage points through use of SIPPS curriculum and relational status.*

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-111.5	n/a	-128.3	<i>not available until Fall 2023</i>	-106.5
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-51.6	n/a	-95.2	<i>not available until Fall 2023</i>	-46.6
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	12.8%	7.0%	<i>not available until Fall 2023</i>	17.8%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-118.4	n/a	-145.4	<i>not available until Fall 2023</i>	-113.4
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-66.8	n/a	-146.9	<i>not available until Fall 2023</i>	-61.8

Reclassification Measures & Annual Targets

**Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	1.9%	0.0%	8.3%	<i>not available until Fall 2023</i>	6.9%
LTEL Reclassification	Long-Term English Learners	14.3%	0.0%	33.3%	<i>not available until Fall 2023</i>	19.3%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement: Through parent outreach, SART and SARB, and check-in/ check-in processes Fruitvale staff will decrease the chronic absenteeism of all students; to be implemented by the Community School Manager by 5 percentage point by January 2024 and 10 percentage points by May 2024.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	67.3%	66.3%	45.1%	<i>not available until Fall 2023</i>	71.3%
Out-of-School Suspensions	All Students	2.5%	n/a	5.5%	<i>not available until Fall 2023</i>	2.5%
Out-of-School Suspensions	African American Students	3.6%	n/a	5.5%	<i>not available until Fall 2023</i>	3.6%
Out-of-School Suspensions	Special Education Students	2.4%	n/a	5.5%	<i>not available until Fall 2023</i>	2.4%
Chronic Absenteeism	All Students	27.5%	27.6%	63.7%	<i>not available until Fall 2023</i>	22.6%
Chronic Absenteeism	African American Students	42.9%	41.5%	71.6%	<i>not available until Fall 2023</i>	36.5%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: Through talent research and active recruitment, Fruitvale will recruit and retain a high quality and diverse workforce, which will help increase student achievement.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	89.5%	79.8%	76.2%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

<i>LCAP Goal 1: College, Career & Community Readiness</i>	-38.9% of 3rd grade students are reading on grade level as measured by our mid year iReady Diagnostic scores. Kindergartners letter recognition mastery scores are up 30% from '21-22 school year.	-3rd grade has a strong teacher PLC which reflects upon data and adjusts instruction according to formative assessments
<i>LCAP Goal 2: Focal Student Group Supports</i>	25.4 of African American students have satisfactory attendance as measured by 1/23 Attendance Snapshot.	Creating a joyful school environment that encourages students to come to school.
<i>LCAP Goal 3: Student & Family Engagement</i>	Fruitvale staff will make sure that students and families are welcomed, physically and emotionally safe, healthy, and involved through activities like Awards recognitions, Coffee with the Principal, and literacy celebrations.	Through parent outreach, SART and SARB, and check-in/ check-in processes Fruitvale staff will decrease the chronic absenteeism of all students.
<i>LCAP Goal 4: Staff Supports</i>	Through talent research and active recruitment, Fruitvale will recruit and retain a high quality and diverse workforce, which will help increase student achievement.	By establishing and maintaining a psychologically safe environment for teachers, Fruitvale will be able to attract and retain a diverse, high quality faculty, which will have a positive impact on student achievement.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	-51.5% of 1st graders are one grade level below and 48.5% are 2 grade levels below as measured by the mid-year iReady Diagnostic assessment	-We have attendance challenges in 1st grade that is impacting learning. The Beginning of Year iReady Diagnostic form incoming 1st graders also captured this challenge as 50% of students were 2 years below on this assessment. We have a robust SIPPS program in place in 1st grade and we are working diligently with all students in 1st grade to meet their needs.
<i>LCAP Goal 2: Focal Student Group Supports</i>	53.8% of students have moderate to severe attendance as measured by attendance analysis.	Students are continuing to get reacclimated to coming to school on a daily basis after COVID school closures. Social-emotional needs of students need to be addressed through a mentoring program that will encourage them to come to school.

<i>LCAP Goal 3: Student & Family Engagement</i>	45.9% of students have moderate to severe truancy issues.	Families are not connected to the school. Staff needs to increase outreach to families in need with the help of our Parent Liason.
<i>LCAP Goal 4: Staff Supports</i>	We currently have 3 vacancies that need to be filled.	There is currently a teacher shortage in CA. Salary and compensation is substantially lower than neighboring districts.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Fruitvale Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

The implementation is going well. Fruitvale needs to hire a new CSM to assist with the implementation of the CCSP Grant.

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

New curriculum is more culturally responsive and engaging, foundational skills block, implementation of SIPPS across grade levels. Support staff and additional staffing have supported curriculum facilitation. Caring School Community Curriculum supports the group work and SEL skills, morning meetings, etc.

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

- Take survey information at the end of meetings. Get more insight and feedback from staff.
- We now have more representation across the board with teachers in ILT.
- Ongoing support staff and classroom teacher meetings. PLCs are collaborating and going well.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA (11 Month)	SBAC ELA Distance from Standard Met	Coach teachers and provide professional development for staff. TSAs also instruct students when necessary and lead several committees.	PDs are effective. Teachers are collaborating within their grade level groups, and instruction is improving in all classrooms. The number of students taking SIPPS Mastery test were low this year (DATA), by switching over to a 12 week cycle we hope to increase that number.	Keep position. Next year I'd like to use 12 week cycles of inquiry versus 5 week cycles of inquiry. This will allow for staff to alternate PD and PLCs with math and language arts curriculum.

Child Care	ELL Reclassification	Helps to move students through the ELL process and constantly checks the progress of our ELL students.	Parents have been participating in school events such as Principal's Coffee, Latin X Celebration, Literacy Celebration, Holiday Toy and Coat Drive. Based on observation, there has been a resurgence in parent engagement.	I'd like to keep this person in this role and continue to create more activities and celebrations for our ELL families.
Refreshments	Student Connectedness to School	Reading Literacy celebrations, Science Nights, RYR mentoring program, Coffee with principal, etc.	Parents have been participating in school events. Based on observation, there has been a resurgence in parent engagement.	Increase budget. I like to bolster our parent engagement and continue to keep parents involved in their students' academic progress.
PD/PLCs	SBAC Math Distance from Standard Met	Provide Math Pds and facilitate workshops to help teachers implement the new math adoption. Teachers will share student work and strategies at their PLC meetings.	Next year we will be adjusting the cycles of inquiry from 5 week cycles to 12 week cycles. The number of students taking SIPPS Mastery test were low this year (DATA), by switching over to a 12 week cycle we hope to increase that number.	We will make this change to give our teachers and PLCs more planning time and math and language arts collaboration time.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Fruitvale Elementary School

School ID: 117

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Mathematics

School Theory of Change:

If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	IAB Assesments, i-Ready assesment results, SIPPS and Eureka math data. Using data to help pin point where improvment is needed and to praise staff and students for positive changes.	By the end of 2023-24, Through literacy-focused professional learning and data driven inquiry in PLCs, Fruitvale teachers and staff will ensure that 80% of students master early literacy goal and students at grade level for SBAC and iReady will increase 5 percentage points.	Tier 1

1-2	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.	IAB Assesments, i-Ready assment results, SIPPS and Eureka math data. Using data to help pin point where improvment is needed and to praise staff and students for positive changes.	By the end of 2023-24, Through literacy-focused professional learning and data driven inquiry in PLCs, Fruitvale teachers and staff will ensure that 80% of students master early literacy goal and students at grade level for SBAC and iReady will increase 5 percentage points.	Tier 1
1-3	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment,with a focus on Exit Tickets 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 with a focus on exit tickets (e.g. data conferences) and adjust instruction.	PDs are effective. Teachers are collaborating within their grade level groups, and instruction is improving in all classrooms. Based on Calendar committee observation, the number of students taking SIPPS Mastery test were low this year (DATA), by swithching over to a 12 week cycle we hope to increase that number.	By the end of 2023-24, Through literacy-focused professional learning and data driven inquiry in PLCs, Fruitvale teachers and staff will ensure that 80% of students master early literacy goal and students at grade level for SBAC and iReady will increase 5 percentage points.	Tier 1
1-4	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	Exit ticket data brought by teachers to PLCs	By the end of 2023-24, Through literacy-focused professional learning and data driven inquiry in PLCs, Fruitvale teachers and staff will ensure that 80% of students master early literacy goal and students at grade level for SBAC and iReady will increase 5 percentage points.	Tier 1

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

School Priority:	Literacy
School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers 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 timely feedback on evidence based differentiated instruction and prioritize professional development as needed	PLCs will be in place and planning complex tasks, and during Learning Walks and regular observations, there will be evidence of students engaged in high level tasks, this should lead to increased scores on the IAB assessments and unit embedded assessments from EL Education	By the end of 2023-24, Through literacy-focused professional learning and data driven inquiry in PLCs, Fruitvale teachers and staff will ensure that 80% of students master early literacy goal and students at grade level for SBAC and iReady will increase 5 percentage points.	Tier 1
2-2	Teachers will differentiate instruction during the implementation of EL Education, providing supports for all students	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Lesson plans should reflect groupings of students and small group instruction. Grade level teams will collaborate during PLCs to develop standards based equitable lesson plans.	By the end of 2023-24, Through literacy-focused professional learning and data driven inquiry in PLCs, Fruitvale teachers and staff will ensure that 80% of students master early literacy goal and students at grade level for SBAC and iReady will increase 5 percentage points.	Tier 2

2-3	Teachers will partner with afterschool program and with other CBOs to support students in their literacy developmnet	Principal and teacher leader and liaison will partner with ASP to provide feedback and support to ASP teachers and staff.	Regular communication between the Teachers, after school staff and other CBOs	Through the implementation of a "mentorship program," that will specifically target African American students, literacy rates will increase on SBAC and i-Ready by 10 percentage points through use of SIPPS curriculum and relational status.	Tier 2
2-4	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	80% of stduents are meeting their growth goals as evidenced by iReady	By the end of 2023-24, Through literacy-focused professional learning and data driven inquiry in PLCs, Fruitvale teachers and staff will ensure that 80% of students master early literacy goal and students at grade level for SBAC and iReady will increase 5 percentage points.	Tier 2

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

School Priority:	Attendance				
School Theory of Change:	If we identify goals for the reduction of chronically absent and tardy students, establish an attendance team that identifies those students and provide ongoing family engagement opportunities with families to celebrate good attendance as well as attendance issues that are consistent with district policy for SART and SARB processes for families, then all students will come to school on time everyday and our chronic absent and tardy rates will decrease.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	<p>Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.</p>	<p>Assesses current perception of family engagement from staff and family perspectives and implements feedback system.</p>		<p>Through parent outreach, SART and SARB, and check-in/ check-in processes Fruitvale staff will decrease the chronic absenteeism of all students; to be implemented by the Community School Manager by 5 percentage point by January 2024 and 10 percentage points by May 2024.</p> <p>Through events such as Awards recognitions, Coffee with the Principal, and Literacy celebrations, and completion of California Healthy School Surveys, Fruitvale staff will ensure that Students and Families are welcomed, physically and psychologically safe, healthy and engaged with an increase by May 2024.</p>	Tier 2
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3-2	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.		<p>Through parent outreach, SART and SARB, and check-in/ check-in processes Fruitvale staff will decrease the chronic absenteeism of all students; to be implemented by the Community School Manager by 5 percentage point by January 2024 and 10 percentage points by May 2024.</p> <p>Through events such as Awards recognitions, Coffee with the Principal, and Literacy celebrations, and completion of California Healthy School Surveys, Fruitvale staff will ensure that Students and Families are welcomed, physically and psychologically safe, healthy and engaged with an increase by May 2024.</p>	
3-3	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.			

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

School Priority:	Professional Learning Communities (PLCs)
School Theory of Change:	If teachers are planning in departments and grade level teams analyzing formative assessments including reteaching lessons as a whole group, small group and one to one interaction, identifying rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then students will maintain a higher level of proficiency for formative and summative tasks.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers regularly analyze and develop lessons that incorporate multiple kinds of data about student performance and their experiences of learning.	Principal coordinates with district to effectively use data and evidence for school improvement.			
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.			
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.			
4-4					

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

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

Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	IP1.1 Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities			
5-2	IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
<i>Reference your required pre-work: Stages of ELD Implementation Self-Assessment</i>	
School Priority:	EL Reclassification
School Theory of Change:	If we provide explicit Designated systematic English Language Development and integrated ELD based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will teach a designated block of ELD for 30 minutes a day, 5 days a week.	Following up during observation and feedback and during coaching conversations			
6-2	Teachers will use sentence starters, vocabulary instruction intergrated into lessons throughout the day.	Following up during observation and feedback and during coaching conversations			

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$36,098	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	1370	Teacher, Structured English Immersion	0.25	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-1
12-Month Community School Manager	\$85,817	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7898	12-Month Community School Manager	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-2
Heroes Contract	\$103,085	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-3
11-Month Classroom Teacher on Special Assignment (TSA)	\$149,062	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-4
Teacher Extra Time Contracts	\$10,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	117-5
Conferences	\$5,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-6

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$76,138	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7201	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-7
Early Literacy Tutor	\$35,297	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8032	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-8
Early Literacy Tutor	\$35,297	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8033	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-9
Supplies	\$8,180	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-10
Copier Maintenance	\$7,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-11

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$35,643	LCFF Supplemental	1105	Certificated Teachers' Salaries	4785	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-12
Teacher, Structured English Immersion	\$72,196	LCFF Supplemental	1105	Certificated Teachers' Salaries	1370	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-13
12-Month Community School Manager	\$34,327	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7898	12-Month Community School Manager	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-14
Noon Supervisor	\$15,816	LCFF Supplemental	2905	Other Classified Salaries	6414	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Assesses current environment and determines and implements plan to create an inclusive, supportive, and welcoming environment for all families.	117-15
Noon Supervisor	\$19,069	LCFF Supplemental	2905	Other Classified Salaries	New	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Assesses current perception of family engagement from staff and family perspectives and implements feedback system.	117-16
supplies	\$9,780	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-17
Library Technician	\$74,333	Measure G, Library Support	2205	Classified Support Salaries	7731	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-18

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	\$16,800	Preschool Support Budget	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-19
Early Literacy Tutor	\$5,042	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8032	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-20
Early Literacy Tutor	\$5,042	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8033	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-21
Early Literacy Tutor	\$20,170	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-22
Parent Liason	\$2,270	Title I, Part A Parent & Family Engagement	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-23

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$36,098	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1370	Teacher, Structured English Immersion	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-24
Attendance Specialist	\$42,099	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	286	Attendance Specialist	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes.	117-25
To be allocated in Fall 2023.	\$6,928	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-26
Lincoln Child Center	\$5,675	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process.	117-27
Early Literacy Tutor	\$20,170	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers collaborate to review standards and curriculum, scope and sequence to ensure that they are on track with pacing, analyze student work, create rigorous instructional tasks and common formative assessments students performing below grade level and Low income students.	117-28



Title I, Part A School Parent and Family Engagement Policy

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

[Fruitvale Elementary]

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Parents will have the opportunity to come to 2 different parent-teacher conferences over the course of the school year.

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Title 1 Annual Meeting on 9/8/22

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

- Parents will have opportunities to voice opinions at monthly SSC meetings and at informal meetings.

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

- Parents will have opportunities to voice opinions at monthly SSC meetings and at informal meetings such as parent engagement meetings weekly on Fridays.

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Literacy Night January 2023
- Math Night February 2023
- Volunteer opportunities.

Adoption

This policy was adopted by the (Fruitvale Elementary) School Site Council on (TBD) and will be in effect for the period of August 9, 2022 through May 27, 2023.

The school will distribute this policy to all parents on or before October 31, 2022.

Name of Principal:
Dr. James Vaughn

Signature of Principal
Dr. James Vaughn

Date 9/9/2022



School-Parent Compact

[Fruitvale Elementary]

2022-23

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 2022-23 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - **Collecting monthly unit plans.**
 - Support teacher instruction by offering high quality professional development once a week.
 - Support teacher instruction by providing flex time common preparation for math and ELA once a week for each subject.
 - Teacher will have common PLC's once a week on Wednesdays for a period of 50 minutes on Wednesdays at the conclusion of their professional development.
 - Teachers will have additional release time of three hours over a period of 11 days for a total of 1.5 extra hours of contracted time.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

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

Teacher Responsibilities

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by the Fruitvale Elementary School on 9/8, and will be in effect for the period of August 8, 2022 to May 25, 2023.

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 10/31/22.

Signature of Principal

Dr. James Vaughn

Date: 9/09/2022



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

School-Parent Compact

[Fruitvale Elementary]

2022-23

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 2022-23 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - **Collecting monthly unit plans.**
 - Support teacher instruction by offering high quality professional development once a week.
 - Support teacher instruction by providing flex time common preparation for math and ELA once a week for each subject.
 - Teacher will have common PLC's once a week on Wednesdays for a period of 50 minutes on Wednesdays at the conclusion of their professional development.
 - Teachers will have additional release time of three hours over a period of 11 days for a total of 1.5 extra hours of contracted time.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
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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 10/31/22.

Signature of Principal

Dr. James Vaughn

Date: 9/09/2022



Strategic Resource Planning (SRP)

Fruitvale ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Principal James Voughn
Vice Chairperson:	Michael Gomez
Secretary:	Danielle Gerena

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Principal James Voughn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Crystal Imperatrice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Micheala Budde	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Danielle Gerena	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Maisha Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Virginia Gilbert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Michael Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Mykahn Ho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Krista Thompson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Crystal Allen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

