

Board Office Use: Legislative File Info.	
File ID Number	25-1765
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School

---

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School.

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

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

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

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

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Fruitvale Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Fruitvale Elementary School  
**CDS Code:** 1612596001838  
**Principal:** Celia Bermeo  
**Date of this revision:** 5/8/25

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:

<b>Contact:</b> Celia Bermeo	<b>Position:</b> Principal
<b>Address:</b> 3200 Boston Avenue Oakland, CA 94602	<b>Telephone:</b> 510-535-2840
	<b>Email:</b> <a href="mailto:celia.bermeo@ousd.org">celia.bermeo@ousd.org</a>

*The School Site Council recommended this revision of the SPSA for Board approval on:* 5/8/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Fruitvale Elementary School

**Site Number:** 117

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

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

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

**Date(s) plan was approved:** 5/8/2025

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

- ☐ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Celia Bermeo

*Principal*

*Celia Bermeo*

Signature

5/8/2025

Date

Virginia Gilbert

*SSC Chairperson*

*Virginia Gilbert*

Signature

5/27/25

Date

*SELLS Representative (optional)*

Signature

Date

Leroy Gaines

*Network Superintendent*

*Leroy Gaines*

Signature

5/8/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/8/25

Date

## 2025-26 SPSA ENGAGEMENT TIMELINE

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

**Site Number:** 117

117

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

[illegible]

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

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

### Early Literacy Program

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

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that 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.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$89,540.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$867,017.22

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$87,120
Title I, Part A Parent & Family Engagement (#3010)	\$2,420
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$89,540</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$867,017.22</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$24,900
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$425,000
Proposition 28 (Arts & Music in Schools #6770)	\$44,544
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$777,477</b>

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School Name:** Fruitvale Elementary School**School ID:** 117**CDS Code:** 1612596001838**SSC Approval Date:****Board Approval Date:****School Mission and Vision****Vision**

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

**Mission**

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

**Core Values**

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

**Resource Inequities** (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

**School Demographics, 2023-24**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.3%	25.5%	47.4%	0.4%	8.1%	28.7%	94.3%	44.1%	2.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.7%	5.7%	6.5%	0.4%	0.8%	0.0%	91.9%	9.3%	83.2%

**1B: GOALS & IDENTIFIED NEEDS****LCAP Goal 1: All students graduate college, career, and community ready.**

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	15.2%	46.2%	not available until fall 2025	30.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.3%	42.9%	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	16.3%	27.3%	not available until fall 2025	31.0%

**English Language Arts Measures & Targets**

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-107.0	-121.2	not available until fall 2025	-77
SBAC ELA Participation	All Students	49.2%	96.8%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	46.7%	51.8%	not available until fall 2025	60.0%

**Mathematics/Science Measures & Targets**

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
---	----------------------	---------------------	--------------------	--------------------	-------------------



SBAC Math Distance from Standard Met	All Students	-135.7	-137.8	not available until fall 2025	-105
SBAC Math Participation	All Students	94.6%	94.6%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	2.0%	4.5%	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	5.9%	7.3%	not available until fall 2025	20.0%
California Science Test (CAST) Participation	All Students	82.9%	97.6%	not available until fall 2025	95.0%

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

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-156.8	-131.7	not available until fall 2025	-77
SBAC ELA Distance from Standard Met	English Learners	-119.7	-143.9	not available until fall 2025	-99.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	46.5%	67.5%	not available until fall 2025	56.5%

SBAC Math Distance from Standard Met	Special Education Students	-174.9	-144.7	not available until fall 2025	-105
SBAC Math Distance from Standard Met	English Learners	-149.6	-154.5	not available until fall 2025	-129.0
<b>Reclassification Measures &amp; Targets</b> *Reference <a href="#">Stages of ELD Data slides</a>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.3%	4.7%	not available until fall 2025	30.0%
LTEL Reclassification	Long-Term English Learners	60.0%	33.3%	not available until fall 2025	80.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	68.8%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	7.5%	4.6%	not available until fall 2025	3.5%
Out-of-School Suspensions	African American Students	16.2%	8.6%	not available until fall 2025	3.0%
Out-of-School Suspensions	Special Education Students	12.0%	9.2%	not available until fall 2025	2.0%
Chronic Absenteeism	All Students	70.4%	38.5%	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	72.5%	48.6%	not available until fall 2025	40.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	74.9%	74.3%	not available until fall 2025	90.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"><li><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i></li><li><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i></li><li><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i></li></ul>	<p><i>As of January 2025 15% percent of our students are at or above grade level in reading. 35% are one grade level below. 24% two grade levels below and 26 % three or more grade levels below. Overall 38% met 100+ I-Ready typical growth goal and 13% made 100+ Stretch Growth goal. 62% of our 5th grade students met annual typical growth goal and 54% overall with improved placement. 50% of our 4th grade students met annual typical growth and 41% with overall improved placement. 47% of our 3rd grade students met annual typical growth and overall 39% with improved placement. EL writing work displayed on boards.</i></p>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"><li><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li><li><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li><li><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li></ul>	<p><i>This mid year 29.1 % of Black students made less than 19% of their Stretch Goal compare from last mid year which was 42.3%. Moving closer to goal. 100% students in counseling enriched met I-ready 100% typical growth. 83.3% Inclusion student met 100% typical growth. 61.8 Mild Mod made 60% or higher typical growth. 64.35 of ELL's made 60% or more I-Ready typical growth. Teachers celebrated student growth goals with personalized certificates.</i></p>

<p>LCAP Goal 3:</p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>CSM facilitating weekly attendance meetings. Attendance team helped lead our Superstar Attendance Celebration- 100 student have made staisfactory progress and highlighting 28 students who have has perfect attendance for the entire year. Family and student events and workshops to highlight family partnerships. Coffee with the principal in the morning to help to share the importance of attending school everyday. working with the office staff to encourage families to bring students to school and understand the new post covid health guidelines. Tackling suspension with academic interventions with literacy tutors, standars based-instuction, small group intervention, SST's, counseling and mental health services. CSM has attended at least 10 SART and scheduled at least 3 SARB'S.</p>
---------------------	--	---

<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>Literacy and Math TSA's and principal have been providing weekly coahing to new teachers to support standard based instruction, pacing and assessments. All teachers are recieving weekly Professional development from TSA and principal that aligns to foundational literacy/SIPPS, CORE LITERACy ELED, ELD, Math and Social Emotional Learning. Teachers have engaged in professional development to support lesson planning and student data analyses. Teachers have also participated on ELED and Math focused planning days.</i></p>
----------------------------	--	--

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>Supporting teachers and scheduling that allows for more consistent designated time on I-Ready is a challenge. Supporting teachers to continuously look at i-ready data and to intentionally plan i-ready data conferences to support students in setting personal goals. Next step is to plan a I-ready Night for parents. 50% of our students are 2 or more year below grade level.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Attendance creates a huge challenge when students are not present they miss instruction. Student are multiple grade levels behind so making slow progress.</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Student attendance continues to be a huge problem particularly in TK and K. Also we have some students in SDC class that have not been attending and unable to reach parents . Challenge is that chronic absenteeism. We are up from last year 43.6% . 89% attendance rate- Goal is 90% or better</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Time is a huge challenge in executing professional development that is aligned to teacher and student needs. Two classes were without a teacher for month after the year started. New teachers need more training and support. Teacher attendance is a challenge and following up with new teacher coaching logs.</p>



## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Fruitvale Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

While as of January 2025 only 15% of students are performing at or above grade level, there are 42% of student performing just one grade level below overall. There is great opportunity to increase the amount of students performing at grade level with the support of teacher collaboration through Planning and Data Analysis within PLCs to improve curriculum implementation with support of our TSA and providing teachers with necessary supplemental instructional supplies.

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

Ongoing coaching and professional development has been effective in building teacher capacity and planning for standard based instruction. Lit TSA and principal will continue to engage in schoolwide class walkthroughs and give teacher immediate feedback to promote foundational literacy, core literacy, math and social emotional learning strategies.

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.

Hopefully a consistent core leadership team will add continuity and help deepen understanding of the MTSS systems that we have created and contue to unpack as a school in alignment with our school wide vision and mission. imortant to start hiring teachers as soon as possible so that every classroom has a teacher and literacy tutors can start at the beginning of the school year to roll out foundational skills support. Also added art-time social workers to support more students accessing menatl health services will help them engage in class more consistently and effectively.

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

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why?  Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.  INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
--	---------------------------------------	---	--	--

SIPPS COACHING/ Foundational Skills and ELA planning	Reading Inventory (RI) Multiple Years Below Grade Level	SIPPS and ELA Coaching, Lead Literacy PD's	More students taking SIPPS mastery test. EL Data being entered in Illuminate this year by all teachers. Mid year SIPPS PHONICS at or above 22.7%. 39.3 % overall made typical growth.	Change to 11month TSA. Continue coaching. TSA lead more Professional Development.
Teachers planning and leading family workshops	Student Connectedness to School	Schedule targeted teacher planning days to increase teacher capacity and promote standard based instruction for all students specifically focal students.	100% teachers teaching standard based instruction. Entering student data in illuminate. Analyzing data. following pacing guides.	Incorporate more planning days to build capacity and focus on student talking engagement strategies.
visual aids for engagement to promote attendance	Student Connectedness to School	Engage families on importance of attendance, core curriculum, Literacy	As a result of providing visual aids for engagement to promote attendance we have seen an increase in family partnerships and attendance at events.	Engage SSC and PTO
Refreshments	Student Connectedness to School	Engage families on importance of attendance, core curriculum, Literacy	As a result of refreshments being provided at family engagement events we have seen an increase of family partnerships and attendance at events.	Engage SSC and PTO

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Fruitvale Elementary School		<b>SCHOOL ID:</b>	117	
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<a href="#">Click here for guidance on SPSA practices</a>	
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
<b>Identified Need:</b>		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 : Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 : Supplemental
1-4	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic	Tier 1 : Universal
1-5	Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal
1-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 : Universal
1-2	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 : Universal

1-3	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 : Universal
-----	---	--------------	---------------------	--------------------

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

<b>School Goal:</b>		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
<b>Identified Need:</b>		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
2-1	Teachers and staff will progress monitor assessment data in PLCs	Latino/a Students	Academic	Tier 1 - Universal
2-2	Teachers will employ routine ELD instruction using language dives	Latino/a Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
#N/A				
1-1	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	ALL	Behavioral	Tier 1 Universal

1-2	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	ALL	SEL/Mental Health	Tier 1 and 2 Universal
1-3	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	SPED	Behavioral	Tier 1, 2, and 3
1-4	Out of School Suspensions: Site Leaders will ensure that all special education case managers review behavior intervention plans with general education teachers, as well as non-certificated staff to ensure proper implementation of student behavior intervention plans. Special Educators will provide consultation to site personnel on implementation of student-specific BIPs to ensure consistent implementation.	SPED	Behavioral	Tier 2, 3
1-5	Out of School Suspensions: Site leaders will attend all IEP meetings for students with behavior intervention plans. Special Educators and site leaders will access behavioral consultation support where site-based efforts have not produced desired results in reducing behaviors of concern.	SPED	Behavioral	Tier 1,2,3
1-6	Out of School Suspensions: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. lunch, passing periods, before and after school), and will convene monthly to review efficacy.	SPED	Behavioral	Tier 3
1-7	ATTENDANCE SPECIALIST and CSM Adresseses Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	ALL	Academic	Tier 1,2
1-8	CSM Addresses Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	ALL	SEL/Academic	Tier 2, 3

1-9	Attendance Specialist and CSM Address Chronic Absenteeism: Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	African American, Arab American, Latino, Pacific Islander, and Special Education Students	Academic	Tier 2,3
-----	--	---	----------	----------

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

<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.			
<b>Identified Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
#N/A				
1-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	Academic/SEL	Tier 1
1-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	SEL/Behavioral	Tier 1
1-3	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1

1-4	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1
-----	--	--------------	----------	--------

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

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



**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 117**
**School: Fruitvale Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
This funding will secure after school and before school care for our most vulnerable students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	117-1
This funding will secure after school and before school care for our most vulnerable students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	117-2
Visual Arts Prep Teacher 0.3 - Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	\$28,981	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10111	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.3		Student Connectedness to School	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	117-3
4310-Supplies - This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$15,563	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	117-4
PE PREP Teacher Enhancement/Intervention Program (EEIP). This position provides engaging enrichment opportunities for all students, fostering growth and enhancing learning experiences. Through hands-on activities, students are encouraged to actively participate in creative and experiential learning methods. The role aligns with the school curriculum to ensure that activities support core academic subjects, keeping students motivated, involved, and excited about learning.	\$48,976	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	4785	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4		Student Connectedness to School	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	117-5

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 117**
**School: Fruitvale Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
CSM Enhancement/Intervention Program (EEIP). This position provides engaging enrichment opportunities for all students, fostering growth and enhancing learning experiences. Through hands-on activities, students are encouraged to actively participate in creative and experiential learning methods. The role aligns with the school curriculum to ensure that activities support core academic subjects, keeping students motivated, involved, and excited about learning.	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.5		Chronic Absenteeism	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	117-6
Playworks SEL and Engagment Yard Support "Consultants Safe Passages Yard Coach (\$18,000)- Provide SEL support on the yard and support with routines and activities that support student engagement and a joyfulness on the yard and as they transition to class. Student Engagement: Playworks (\$71,076) -SEL curriculum implemented through structured sports and physical activity programs to enhance student engagement, teamwork, and social skills. All students will have access to this programming. Recess Coaches: will support students by facilitating inclusive and group games, promoting teamwork, ensuring safety, teaching conflict resolution, and fostering social-emotional skills through play. "	\$89,036	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a		Out-of-School Suspensions	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	117-7
Attendance Specialist Attendance Specialist Perform duties related to attendance and support communication to families to promote positive attendance. This role will support the SART process by monitoring students with chronic absences, meet with student, family and school staff to discuss attendance barriers collaborate to develop an improvement plan. Support with offering resources to address challenges affectign attendance.	\$47,332	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	286	Attendance Specialist	0.5		Chronic Absenteeism	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	117-8

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 117**
**School: Fruitvale Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Restorative Justice Coordinator - Restorative Justice Facilitator-will create an environment where all students can thrive through implementation of a 3-tier, school-wide model, supporting community building, restorative processes and supported re-entry. The RJ facilitator will promote a positive school environment by supporting students resolve conflicts through facilitation of restorative circles, and fostering accountability. Restorative practices will be integrated into discipline policies, provide mediation, and support students in reflecting on their actions. Through training and education, they help build a respectful and inclusive school community.	\$140,637	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	10114	Restorative Justice Facilitator	1.0		Out-of-School Suspensions	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	117-9
Lincoln Health Clinic and Safe Passages Social Worker - "Consultants Lincoln Health Clinic: Student Wellness (\$6,000) -Support students with 1:1 intervention and counseling support. Safe Passages Social Worker (6,000) - Support students with 1:1 intervention and counseling support to transition back to class and access the curriculum. "	\$12,031	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Out of School Suspensions: Site Leaders will ensure that all special education case managers review behavior intervention plans with general education teachers, as well as non-certificated staff to ensure proper implementation of student behavior intervention plans. Special Educators will provide consultation to site personnel on implementation of student-specific BIPs to ensure consistent implementation.	117-10
This funding will secure after school and before school care for our most vulnerable students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	117-11
This funding will secure after school and before school care for our most vulnerable students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	117-12
Teacher Extended Contract Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	\$15,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		SBAC ELA Distance from Standard Met	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	117-13

[illegible]



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

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

### **Fruitvale Elementary**

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

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

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

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

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

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

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

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

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

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

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

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

- Title 1 Annual Meeting on 8/27/24

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](http://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 platforms such as CLEVER (links to learning resources)

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

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

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

- Parents will have opportunities to voice opinions at monthly SSC meetings
- The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy.

- During SSC meetings, members will have the opportunity to vote on how Title I funds will be used for improvement of programming offered at the school that aligns with our SPSA.

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

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

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

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

#### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

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

#### **Adoption**

This policy was adopted by the (Fruitvale Elementary) School Site Council on (TBD) and will be in effect for the period of August 12, 2024, through May 30, 2025.

The school will distribute this policy to all parents on or before 9/12/24.

Name of Principal: Celia Bermeo



## **School-Parent Compact**

### **Fruitvale Elementary**

### **2024-25**

*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 2024-25 school year.*

#### **School Responsibilities**

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

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



- Parents can schedule parent teacher conferences with teachers separate from the site wide parent teacher conference time frame with at least 24 hour prior notice to the teacher during a school day.
  - The site leader will make reasonable accommodations for classroom coverage if the conference happens to fall within the teacher's instructional block. (If distance learning is not applicable)
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- Parents and family members will be able to come to the school site and work directly with their children's teacher on a voluntary basis through the Oakland ed fund.
  - Parents can work with the Parent Teacher Organization (PTO) to schedule opportunities to volunteer within classrooms.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- Math and ELA 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](http://fruitvaleschoolousd.org) .
  - Leveraging Parent Square, and newsletters translated into parent target languages.

### **Teacher Responsibilities**

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

### **Parent Responsibilities**

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

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

## **Student Responsibilities**

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

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

This Compact was adopted by the Fruitvale Elementary School on 8/29/23, and will be in effect for the period of August 12, 2024, to May 30, 2025.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 9/30/24.

**Signature of Principal: Celia Bermeo**

**Date: 8/26/24**



## Fruitvale ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Virginia Gilbert
Vice Chairperson:	Michael Gomez
Secretary:	Marjorie Espiritu-Newball

### 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?)
Celia Bermeo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Jeremiah Cruz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Xanthe McNeal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
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
Chairite Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Marjorie Espiritu-Newball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

**SSC Meeting Schedule:**  
(Day/Month/Time)

**3rd Tuesday**

#### SSC Legal Requirements (EC Sections 65000-65001):

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

