OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Allendale Elementary School

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Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Allendale 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)
- 2022-2023 School Plan for Student Achievement (SPSA) for Allendale Elementary School

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: **Allendale Elementary School**

CDS Code: 1612596001630

Principal: Ronald Towns

Date of this revision: 5/10/2022

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: Ronald Towns **Position:** Principal

Address: 3670 Penniman Avenue **Telephone:** 510-535-2812

Oakland, CA 94619 **Email:** ronald.towns@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/10/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT

Kyla Johnson-Trammell, Superintendent

Gary Yee, Board President

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Gary Yee, President, BOE

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Sondra Aguilera, Acting Superintendent & Secretary, BOE

School Site: Allendale Elementary School   **Site Number:** 101

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[ ] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] 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: **5/10/2022**

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

   [ ] Flyers in students' home languages   [X] Announcement at a public meeting   [X] Other (notices, ParentSquare blasts, etc.)

Signatures:

Ronald Towns	*Ronald Towns*	5/24/2022
Principal	Signature	Date
John Capuchino	*John Capuchino*	5/24/2022
SSC Chairperson	Signature	Date
Leroy Gaines	*Leroy Gaines*	5/242022
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/25/2022
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Allendale Elementary School   **Site Number:** 101

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/10/2022	Staff	The staff reviewed the 3 priorities for SY22-23. Each staff member completed a Google Form to give suggestions for how we achieve those priorities.
2/14/2022	Staff	Principal Ron Towns reviewed the process our school will follow to establish our mission and core values.
January - February 2022	Families	Allendale's Community Schools Manager Remi Bereola created and administered a survey to understand family perspectives on the needs at Allendale. The survey also asked questions about the barriers that students/families face in engaging with our school.
March - April 2022	Staff	Principal Ron Towns meets with the following teams to get their input to determine the mission and values of our school: each grade-level team, ILT, SSC, support staff and Lead Team. 3/21/22 -- 1st and 2nd grade teams 3/22/22 -- TK/Kinder Team 3/24/22 -- 3rd grade team 3/23/22 -- Faivus
5/4/2022	Families	Principal Ron Towns shares the vision, mission, core values, and priorities with Allendale families.

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 primarily through one-time COVID relief funds to enable us 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$135,300.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$639,798.77

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)	$123,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$22,680.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$3,300.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$278,675.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$8,250.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$135,300.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$504,498.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$639,798.77**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Allendale Elementary School | **School ID:** 101

School Description

Allendale Elementary is a vibrant community, with over fourteen different home languages that creates a culturally diverse learning environment. We are devoted to providing a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers, who are able to collaborate and communicate effectively so they not only meet or exceed their potential, but thrive! We celebrate culture, highlight early literacy to ensure all students have access to their civil right to read, and embrace the arts, sciences and technology to encourage student achievement and enhance the learning environment. Ultimately, we strive to provide students with equitable instruction that gives them access to read, write and compute independently because we firmly believe that all students deserve an education that inspires them to follow their dreams, and gives them the tools to be able to do so. To do this, we have various opportunities for teachers to engage in meaningful professional learning opportunities.

School Mission and Vision

Vision for Students
At Allendale...our Tigers R.O.A.R.

At Allendale, we ensure that our graduates have the academic and social-emotional skills and mindsets to be successful in middle school. As a team, we know we have an opportunity to leverage the many strengths that our community, families and students bring.
Our primary focus as a team of adults working in our community is to ensure that Allendale students leave our school with the following:
Demonstrated mastery of Common Core and NGSS standards as evidenced by performance on benchmark and summative assessments (e.g., iReady, FOSS, SBAC and CAST)
Being reclassified from English Learner to English-Proficient/Fluent as evidenced by ELPAC and RI
Strong self-regulation skills, knowing that when they face personal and academic challenges, they have strategies to overcome them
Prosocial skills to build healthy relationships with peers and adults
Families have a lot to offer to ensure their learners are engaged. Through parent workshops and relationships, we seek to learn about their children's strengths and provide families with tools to engage their children at home.

Vision for Instructional Practice
To get our students there, adults, regardless of their role, must possess a series of knowledge, skills and habits. To that end, adults, regardless of their role, must have skills to build relationships with all students, families and colleagues. Adults, who work in classrooms, must have skills to do the following:
Cultivating an instructional space that is warm and affirming.
Explicitly teach the values of: Perseverance, Respect, Responsibility, and Integrity
Use understanding by design framework to plan instructional sequences that align to standards
Employ a number of instructional strategies for their discipline that engage all learners, provide multiple opportunities for practice, and check for understanding regularly
Collect, analyze and respond to data from classroom, benchmark, and end of year assessments to improve student mastery towards standards

Adults, who are in non-classroom roles, must also have skills to intervene when students are not meeting standards. This may include, but is not limited to the following:
Analyze attendance, behavior and academic data to identify students for Tier 2 and Tier 3 supports
Deliver a variety of Tier 2 and 3 supports directly to students and coach teachers on how to do the same
Communicate and troubleshoot with families

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	19%	*not available until Fall 2022*	60%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	26%	*not available until Fall 2022*	60%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	22%	*not available until Fall 2022*	60%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-93.3	n/a	*not available until Fall 2022*	-45
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	7%	*not available until Fall 2022*	30%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-88.6	n/a	*not available until Fall 2022*	-45
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	50%
CAST (Science) at or above Standard	All Students	4%	n/a	*not available until Fall 2022*	10%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-145.8	n/a	*not available until Fall 2022*	-100.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-113.8	n/a	*not available until Fall 2022*	-65.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	7%	*not available until Fall 2022*	30%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-139.6	n/a	*not available until Fall 2022*	-100.0
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-96.8	n/a	*not available until Fall 2022*	-50.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0%	1%	*not available until Fall 2022*	25%
LTEL Reclassification	Long-Term English Learners	0%	0%	*not available until Fall 2022*	25%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	74%	89%	*not available until Fall 2022*	90%
Out-of-School Suspensions	All Students	0%	n/a	*not available until Fall 2022*	10%
Out-of-School Suspensions	African American Students	0%	n/a	*not available until Fall 2022*	10%
Out-of-School Suspensions	Special Education Students	0%	n/a	*not available until Fall 2022*	10%
Chronic Absenteeism	All Students	19%	37%	*not available until Fall 2022*	10%
Chronic Absenteeism	African American Students	32%	55%	*not available until Fall 2022*	10%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
Measure	**Target Student Group**	**2019-20 Baseline**	**2020-21 Outcome**	**2021-22 Outcome**	**2022-23 Target**
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	100%

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

| *LCAP Goal 1: College/Career Readiness* | EL Education, OUSD's adopted literacy curriculum, is taught in all general education classrooms. Based on walkthroughs completed by central office staff, as the year has gone on, teachers have implemented more components of the curriculum. These include the central lessons, All Block in Grades 3 - 5, and Designated ELD in Grades K - 2. There has been PD time allotted for teachers to plan EL Education lessons. The adoption of EL Education has led to some growth in student achievement in reading. Here is a breakdown by grade level: **Grade 3:**Fall Standards Mastery -- 16% of students performing at or above grade level; Winter Standards Mastery -- 19% of students performing at or above grade level. **Grade 4:** Fall Standards Mastery -- 4% of students performing at or above grade level; Winter Standards Mastery -- 0% of students performing at or above grade level **Grade 5:** Fall Standards Mastery -- 2% of students performing at or above grade level; Winter Standards Mastery -- 7% of students performing at or above grade level. In addition to EL Education, our school has developed a comprehensive Tier 2 Reading Intervention system to address student foundational literacy needs in the lower grades. We have seen significant growth, particularly among our 1st graders. For example, from the BOY to MOY iReady MidYear Diagnostic assessment, the percentage of 1st graders' performing on grade level in the area of Phonological Awareness grew from 9% to 30%. Similarly, the percentage of them performing on grade level in the area of Phonics grew from 13% to 28%. From the BOY to MOY iReady MidYear Diagnostic assessment, the percentage of 2nd graders' performing on grade level in the area of Phonological Awareness grew to 56%. Similarly, the percentage of them performing on grade level in the area of Phonics grew to 28%. Even though ~20% of Kindergardeners knew their letters at the start of the year, 43 of 59 Kinder students (73%) knew their letters and are SIPPS Ready by November. | One of the root causes of the success we have had has been our schoolwide focus on EL Education and SIPPS implementation. We have focused on this work in every Professional Development workshop and follow-up PLC meeting. After each PD session, Allendale's Principal and TSA follow-up with teachers to monitor implementation of what had been discussed during professional learning. |

| *LCAP Goal 2: Focal Student Supports* | Out of the strategies listed in the SY21-22 SPSA, Allendale has shown improvement in our Tier 2 and 3 response to intervention systems. The COST team regulary meets to review referrals made by teachers. The team is now working on following through on decisions made during COST meetings to ensure that students are connected with mental and behavioral health services quicker. The COST Team work has proven effective. As we strengthen our system and improve the team's follow through, more students
are being connected with services. There are students, who have been referred for services for years at Allendale, that never received mental health services. Now, those students are being connected to services quicker. | Structures and follow-up have been key to Allendale's success in this area. Having weekly COST meetings have been critical. In addition, the Principal has followed up with the Community Schools Manager and mental health providers to ensure that students are being signed up for services. |

LCAP Goal 3: Student/Family Supports	Out of the strategies listed in the SY21-22 SPSA, Allendale has shown improvement in our Tier 2 and 3 response to intervention systems. The COST team regulary meets to review referrals made by teachers. The team is now working on following through on decisions made during COST meetings to ensure that students are connected with mental and behavioral health services quicker. The COST Team work has proven effective. As we strengthen our system and improve the team's follow through, more students are being connected with services. There are students, who have been referred for services for years at Allendale, that never received mental health services. Now, those students are being connected to services quicker.	Structures and follow-up have been key to Allendale's success in this area. Having weekly COST meetings have been critical. In addition, the Principal has followed up with the Community Schools Manager and mental health providers to ensure that students are being signed up for services.
LCAP Goal 4: Staff Supports	Based on my initial observations upon entering the school as the new Principal, I saw that there was the absence of a professional culture. Several staff members would arrive late to work and/or not come to work at all. Also, staff members did not collaborate nor communicate effectively. I am proud to say that there is now a positive culture at Allendale.	Utilizing the accountability systems (e.g., staff discipline) was critical to removing staff members who were not showing up for students. In addition, holding staff appreciation events and regularly praising staff members publicly has been critical to shifting our staff culture to a place where staff want to return to Allendale next year.

Focus Area:	Priority Challenges	Root Causes of Challenges
LCAP Goal 1: College/Career Readiness	As evidenced by feedback from OUSD Central Office staff and Principal/TSA observation, there are two steps we must take as a school with regard to implementation of our standards-based curriculum. (1) Teachers must complete performance tasks and assessments in advance to understand what proficiency in student work would look like. From there, they must plan their units with strategies to bridging gaps between student current levels to the bar for proficiency. (2) School leadership must engage teacher team PLCs in analyzing data to understand student strengths and develop re-teaching plans within the EL Education structures (e.g., All Block). In addition, school leadership must engage teacher team PLCs in lesson and unit planning.	School leaders must design professional learning to teach teachers how to backwards plan from an end of unit assessment, analyze student work, and respond to data effectively.
LCAP Goal 2: Focal Student Supports	The two central challenges within this area are: (a) the absence of an SEL curriculum taught schoolwide, and (b) consistent follow through on intervention implementation and modeling.	The root cause for this is a historical lack of leadership to ensure that these goals are achieved.
LCAP Goal 3: Student/Family Supports	For SY22-23, one of the main challenges we will need to address is student attendance/chronic absenteeism.	While we will administer a more comprehensive survey to families to understand the reasons for student absences, we have some anecdotal information that we can act on. Aside from COVID, two reasons for student absences that is within our locus of control are: (a) lack of an attendance system to hold students and families accountable, and (b) a sense among students and families that there is a bullying culture at Allendale.

LCAP Goal 4: Staff Supports	There are two main needs to address among our staff. First, because there is not a shared vision, staff do not feel a personal connection to a shared vision or mission for which they come to work every day. Second, staff do not feel like experts at their craft.	To address both of these challenges, we will address the following root causes: (1) Engage all staff in a shared vision and mission prior to the end of this school year (2) Use Professional Learning structures to help staff in seeing their professional expertise and growth as a result of their learning.

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

Allendale has a high English Language Learner population, but it does not qualify for support services because most students are not considered newcomers. That said, our newcomer population is increasing.

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, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Allendale Elementary School	**SPSA Year Reviewed:** 2021-22
	SPSA Link: 2021-22 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.

Building Conditions for Student Learning:
Out of the strategies listed in the SY21-22 SPSA, Allendale has shown improvement in our Tier 2 and 3 response to intervention systems. The COST team regulary meets to review referrals made by teachers. The team is now working on following through on decisions made during COST meetings to ensure that students are connected with mental and behavioral health services quicker.

Providing Equitable Access to STANDARDS-BASED INSTRUCTION:
EL Education, OUSD's adopted literacy curriculum, is taught in all general education classrooms. Based on walkthroughs completed by central office staff, as the year has gone on, teachers have implemented more components of the curriculum. These include the central lessons, All Block in Grades 3 - 5, and Designated ELD in Grades K - 2. There has been PD time allotted for teachers to plan EL Education lessons.

Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING:
In last year's SPSA, the strategies and actions listed in this section do not align with the idea of improving conditions for adult professional learning. As a result, none of them were implemented. That said, based on my initial observations upon entering the school as the new Principal, I saw that there was the absence of a professional culture. Several staff members would arrive late to work and/or not come to work at all. Also, staff members did not collaborate nor communicate effectively. I am proud to say that there is now a positive culture at Allendale.

Conditions for English Language Learners:
All ELL students receive EL Education instruction on a daily basis. Teachers also teach the Designated ELD lessons that are embedded in the EL Education curriculum. One of our school's TSAs meets with ELL students on a daily basis to provide additional literacy support.

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

Building Conditions for Student Learning:
The COST Team work has proven effective. As we strengthen our system and improve the team's follow through, more students are being connected with services. There are students, who have been referred for services for years at Allendale, that never received mental health services. Now, those students are being connected to services quicker.

Providing Equitable Access to STANDARDS-BASED INSTRUCTION/Developing LANGUAGE AND LITERACY Across the Curriculum:
The adoption of EL Education has led to some growth in student achievement in reading. Here is a breakdown by grade level:
Grade 3: Fall Standards Mastery -- 16% of students performing at or above grade level / Winter Standards Mastery -- 19% of students performing at or above grade level
Grade 4: Fall Standards Mastery -- 4% of students performing at or above grade level / Winter Standards Mastery -- 0% of students performing at or above grade level
Grade 5: Fall Standards Mastery -- 2% of students performing at or above grade level / Winter Standards Mastery -- 7% of students performing at or above grade level
In addition to EL Education, our school has developed a comprehensive Tier 2 Reading Intervention system to address student foundational literacy needs in the lower grades. We have seen significant growth, particularly among our 1st graders. For example, from the BOY to MOY iReady MidYear Diagnostic assessment, the percentage of 1st graders' performing on grade level in the area of Phonological Awareness grew from 9% to 30%. Similarly, the percentage of them performing on grade level in the area of Phonics grew from 13% to 28%. From the BOY to MOY iReady MidYear Diagnostic assessment, the percentage of 2nd graders' performing on grade level in the area of Phonological Awareness grew to 56%. Similarly, the percentage of them performing on grade level in the area of Phonics grew to 28%. Even though
~20% of Kindergardeners knew their letters at the start of the year, 43 of 59 Kinder students (73%) knew their letters and are SIPPS Ready by November.

Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING:
Based on teacher Intent to Return reporting, 14 of our 16 teachers would like to return to Allendale next school year. When I entered the school, I had to hire 1/3 of the teaching staff. While there has been significant improvement in this area, we have work to do next year to ensure **all adults feel connected to our school because of our collective mission and vision.** In addition, all staff must see themselves as professional experts within their domain. For these reasons, one of our theories of action for next year is the following: "If (a) all staff members find a personal connection with the school mission, vision and core values; (b) all staff members engage in processes for creating adult working norms for communication, collaboration, and conflict resolution;
(c) all staff members have regular time to collaborate in their professional teams, and (d) receive professional development to build their skills to improve instruction and the student experience, then all staff will report that they have grown their professional knowledge and skills and Allendale will retain a high-quality staff."

Conditions for English Language Learners:
According to our benchmark assessment data, the trends among most of our school's ELL student population are the same as they are for the non-ELL student population.

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.

Building Conditions for Student Learning: During SY22-23, Allendale will do more work in this area at the Tier 1 and 3 levels. First, Allendale will adopt and teach a social- emotional curriculum to be implemented schoolwide. Our School Site Council has already earmarked Title 1 funds to be used towards purchasing the curriculum, training teachers, and training our Community Schools Manager to coach teachers as they learn to implement the curriculum next fall. This spring, we will assemble a committee of staff and families to review curricular options and select one for adoption next fall. In addition to an SEL curriculum, we will strengthen our Tier 3 services by hiring a highly-skilled, social worker. We will use ESSR funds to buy that position for SY22-23.

Providing Equitable Access to STANDARDS-BASED INSTRUCTION/Developing LANGUAGE AND LITERACY Across the Curriculum: As evidenced by feedback from OUSD Central Office staff and Principal/TSA observation, there are two steps we must take as a school with regard to implementation. (1) Teachers must complete performance tasks and assessments in advance to understand what proficiency in student work would look like. From there, they must plan their units with strategies to bridging gaps between student current levels to the bar for proficiency. (2) School leadership must engage teacher team PLCs in analyzing data to understand student strengths and develop re-teaching plans within the EL Education structures (e.g., All Block). In addition, school leadership must engage teacher team PLCs in lesson and unit planning. While our school has spent considerable time on EL Education instruction this year, we will increase our focus on math next year. On the Strategies and Actions tab, you can see the steps we will take next year to improve student math achievement.

Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING:
While there has been significant improvement in this area, we have work to do next year to ensure all adults feel connected to our school because of our collective mission and vision. In addition, all staff must see themselves as professional experts within their domain. For these reasons, one of our theories of action for next year is the following: "If (a) all staff members find a personal connection with the school mission, vision and core values; (b) all staff members engage in processes for creating adult working norms for communication, collaboration, and conflict resolution;(c) all staff members have regular time to collaborate in their professional teams, and (d) receive professional development to build their skills to improve instruction and the student experience, then all staff will report that they have grown their professional knowledge and skills and Allendale will retain a high-quality staff."

Conditions for English Language Learners:
According to our benchmark assessment data, the trends among most of our school's ELL student population are the same as they are for the non-ELL student population. Based on that, we see that all of our students will benefit from the strengthening of our Designated ELD program. Next year, we will refine the teaching of the Designated ELD lessons within EL Education. While the academic trends among most of our school's ELL student population and non-ELL student population are similar, that is not the case for newcomer students. Allendale's newcomer population is growing and, to date, we do not have a strong support plan for them. For next year, we will use Title IV funds to support programming to build this population's English language skills so that they can function and access the core curriculum. This spring, a teacher, who also sits on School Site Council, will run a pilot to try to address newcomer language development needs. Based on the results of the pilot, we will determine what our next steps are as a school.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Community Schools Manager	Student Connectedness to School	CSM Roles and Responsibilities	The CSM role is critical to ensuring we are engaging families and struggling students in schools. While we will retain the position, Principal Ron Towns will coach the school's CSM to build his systems leadership skills to ensure he is has maximum impact.	While Allendale will continue using Title I funding to pay for a portion of the CSM salary, we will reduce the amount of FTE we cover with Title 1 funds from FTE 0.75 to FTE 0.45.
Software Licensing	i-Ready Reading at or above Mid-Grade	We purchased the EPIC program, so that families of select ELL students could support their students' literacy growth at home.	We are currently in the pilot phase of this program. Throughout the spring term, SSC will monitor the effectiveness of this intervention. If they see growth in reading among our ELL population, then we will expand the program for SY22-23.	We are currently in the pilot phase of this program. Throughout the spring term, SSC will monitor the effectiveness of this intervention. If they see growth in reading among our ELL population, then we will expand the program for SY22-23.
Books other than text books	SBAC Math Distance from Standard Met	Allendale purchased Eureka Math student workbooks. Each student has 3 workbooks--one to practice math fluency, one for homework, and one for conceptual development.	While we are excited that our students have these resources, we have not been consistent with assigning tasks from them across all grade levels and classrooms.	Since OUSD will adopt a math curriculum for all elementary schools within our district this spring, we will not need to spend site funds on this expenditure next year. Instead, we will repurpose those funds to support teacher training in the new curriculum.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Allendale Elementary School	School ID: 101

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	Building Social-Emotional Skills in Students
School Theory of Change:	If we: (1) adopt and teach a social-emotional learning curriculum schoolwide; (2) train all teachers in the curriculum and provide targeted, follow-up coaching during the school year; (3) strengthen the following processes: COST, referrals for individual counseling and group skill-building for Tier 3 students, then: (a) all students will report feeling safe at school as evidenced by CHKS data; (b) we will reduce the number of suspensions associated with acts of physical violence, and (c) we will reduce the number of student and family reports of bullying as evidenced by internal surveys.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
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	Teach SEL Curriculum	Community Schools Manager provides training and regular coaching for teachers on implementing the SEL curriculum	Teachers teaching curriculum during the assigned SEL Instruction Time Block.	The two central challenges within this area are: (a) the absence of an SEL curriculum taught schoolwide, and (b) consistent follow through on intervention implementation and modeling.	Tier 1
1-2	Teachers learn and follow the COST referral process	Community Schools Manager trains staff in August on the COST referral process, holds weekly meetings with COST team, and oversees the follow-up process	During weekly COST meetings, the COST Team has new referrals from staff based on the criteria set during PD.		Tier 2

1-3	Teachers learn and reinforce the coping strategies that Tier 3 students learn in counseling sessions	Social Worker and clinicians assigned from Lincoln Family Services meet with teachers of students in counseling to share strategies with them.	Social Worker and Clinicians have scheduled times for 1-on-1 meetings and group sessions on an internal calendar.		Tier 1
1-4	Teach the 4 lessons on school values at the start of the school year	Host monthly Tiger Townhalls and oversee Tiger Tickets process to ensure that students learn the values and celebrate when students learn them	Classroom observations demonstrate that students have learned the school values. Tiger Townhall/ Tiger Tickets schedule is on the internal calendar.		Tier 1
1-5		Allendale Leadership Team and Lincoln Family Services staff use Caseload Spreadsheet to keep track of each step of the referral process that each student/family is on after being referred			Tier 3

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Improving student achievement in mathematics
School Theory of Change:	If we: (a) hold an initial PD training for teachers on the adopted math curriculum for OUSD; (b) provide PD and PLC time for completing tasks to understand the rigor of the standards (content) and refine teaching practices; (c) provide classroom coaching to teachers on implementation, then students will show mastery of math standards as evidenced by proficiency on End of Unit assessments, iReady Standards Mastery, and the SBAC Math Assessment. For SDC students, students will show progress towards their IEP Math goals.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
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?
2-1	Teachers maintain high expectations for their students. They teach the grade level curriculum with appropriate scaffolding for missed learning that may have occurred in prior grades.	Math Instructional Coach and Principal either provide or facilitate "in house" training on the elements of the curriculum in May or over the summer.	Teachers will meet weekly in Math PLCs to backwards map and pln for Math instruction. Coach will provide direct coaching to teaches who need extra support.		Tier 1
2-2	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Math Instructional Coach and Principal lead weekly PD and PLC meetings for teachers to internalize lessons, engage in long-term unit planning, analyze student work, and plan action steps.	Teachers will meet weekly in Math focused PLCs and examine student work. Instructional Coach will provide direct coaching to teachers who need extra support.		Tier 1
2-3	Differentiate instruction for students by using a small group instructional model.	Math Instructional Coach and Principal lead ILT meetings to build teacher leadership in understanding the curriculum and facilitating PLC meetings. Math Instructional Coach and Principal provide feedback to teachers during instructional conferences and informal observations.	ILT will meet twice monthly to plan for leading PLCs. ILT will begin instructional learning walks to learn as a group and support planning at the school site.		Tier 2

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority:	Improving student achievement in literacy
School Theory of Change:	If we: (a) identify the Common Core "power standards" and foundational literacy skills that students should master by the end of each grade level; (b) identify the key tasks through which students will demonstrate mastery; (c) align our daily schedule to ensure all students participate in **Language Dives and Labs/All Block;** (d) provide classroom coaching to teachers on implementation, then students will show mastery of ELA standards and foundational literacy skills as evidenced by proficiency on End of Unit assessments, iReady Standards Mastery, the SBAC ELA Assessment, and SIPPS Progress Reports. For SDC students, students will show progress towards their IEP Literacy goals.

	Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
	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?**
3-1	Teachers complete the key assessment for each unit of instruction to create a curriclum map that lists the power standards and assessments.	Identify district-level content area specialists and utilize the Academic Guidance Document to build the content area knowledge of all staff	There is a curriculum map that outlines the power standards, key assessments, and tasks for each grade level.		Tier 1
3-2	Teachers in TK - 2 identify the key foundational literacy skills that all students should master prior to moving to the next grade level. Teachers in 3 - 5 identify the key reading comprehension strategies they will all use to ensure students comprehend what they read.		There is a curriculum map that outlines the power standards, key assessments, and tasks for each grade level.		Tier 1
3-3	Teachers maintain high expectations for their students. They teach the grade level curriculum with appropriate scaffolding for missed learning that may have occurred in prior grades.	ELA Instructional Coach and Principal either provide or facilitate "in house" training on the elements of the curriculum in the fall for teachers new to OUSD.	Based on classroom observations, there is evidence that all students are learning the adopted math curriculum. During teacher team planning meetings, there is evidence of teachers engaging in a planning process that addresses missed learning.		Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-4	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	ELA Instructional Coach and Principal lead weekly PD and PLC meetings for teachers to internalize lessons, engage in long-term unit planning, analyze student work, and plan action steps.	The PD calendar shows topics that teachers will be engaging in to sharper their knowledge of content and pedagogy.		Tier 1
3-5	Differentiate instruction for all students utilizing small group instruction (e.g., guided reading; conferring; strategy groups, math groups, with progress monitoring	ELA Instructional Coach and Principal lead ILT meetings to build teacher leadership in understanding the curriculum and facilitating PLC meetings.	Based on classroom observations, students are in small groups based on data.		Tier 1
3-6		ELA Instructional Coach and Principal provide feedback to teachers during instructional conferences and informal observations.			Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Building a staff culture grounded in **professionalism, strong communication, and collaboration**
School Theory of Change:	If (a) all staff members find a personal connection with the school mission, vision and core values; (b) all staff members engage in processes for creating adult working norms for communication, collaboration, and conflict resolution; (c) all staff members have regular time to collaborate in their professional teams, and (d) receive professional development to build their skills to improve instruction and the student experience, then all staff will report that they have grown their professional knowledge and skills and Allendale will retain a high-quality staff.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
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?

4-1	Collaborative team meetings to engage them in the mission, vision, and core values work.	Principal and Community Schools Manager meet with each collaborative team to engage them in the mission, vision, and core values work.	School site will provide time for Professional learning in the areas of school culture related to core values. Evidence of the 4 values in classroom walkthroughs and observations.	The two central challenges within this area are: (a) the absence of an SEL curriculum taught schoolwide, and (b) consistent follow through on intervention implementation and modeling.	Tier 1
4-2	Participate in adult collaboration: (a) teacher - teacher (b) teacher - Resource Specialist (c) SDC teacher - paraprofessionals (d) Leader - team (e) ILT, Lead Team, COST/MTSS	Principal creates master schedule that allows for multiple layers of adult collaboration: (a) teacher - teacher (b) teacher - Resource Specialist (c) SDC teacher - paraprofessionals (d) Leader - team (e) ILT, Lead Team,COST/MTSS	The master schedule will have collaboration time embedded into the school day.		Tier 1
4-3	At the end of staff and PD meetings, staff take a Google survey to share Level 1 feedback to improve collaboration and assess their team's adherence to the norms.	Google Form survey results will be available and reviewed after each PD sessions.			Tier 1
4-4	Complete the follow-up between each PD session.	Principal and TSAs create PD arcs that focus on building adult skills with instruction.	Documents that outline PD arcs will show the outcomes for an instructional cycle, what will be discussed at each PD session.		Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)	
School Priority:	Increase school connectedness with Black families
School Theory of Change:	If (a) we create structures for staff to learn and implement strategies to build relationships with Black families and students, PD time to learn instructional strategies that capitalize on Black students' cultural assets, and (c) strengthen referral process mental health services, then we will reduce the number of Black students that leave class because of office referrals.

	Related Goals:	All students graduate college, career, and community ready. 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:	Black students and families				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers participate in Home Visit Program to visit the homes of Black students to build relationships at the start of the year.	Community Schools Manager coordinates Home Visit Program opportunity for staff.	Home visits logs will be collected and home visits will be debriefed with CSM and staff.	For SY22-23, one of the main challenges we will need to address is student attendance/chronic absenteeism.	Tier 2
5-2	Teachers implement instructional strategies that capitalize on the legacy of oral language within the Black community.	Principal and Coaches facilites PD sessions on how to use oral language instructional strategies to increase Black student achievement.	During classroom observations, there is evidence of teachers engaging students in high-level, academic talk.		Tier 1
5-3	Teachers learn and follow the COST referral process	Community Schools Manager trains staff in August on the COST referral process, holds weekly meetings with COST team, and oversees the follow-up process	Training materials from PD session are housed in our Google Drive.		Tier 2
5-4	Teachers learn and reinforce the coping strategies that Tier 3 students learn in counseling sessions	Social Worker and clinicians assigned from Lincoln Family Services meet with teachers of students in counseling to share strategies with them.	Students use coping strategies learned.		Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)						

School Priority:	Reclassification of English Language Learners/Improving English Skills of newcomer students
School Theory of Change:	If we: (a) teach the Designated ELD lessons within the EL Education curriculum with fidelity, (b) regularly monitor the skill development of our ELL students using district benchmark assessments, and (c) provide explicit English language instruction to newcomer students through in-school and afterschool social activities, then we will increase the percentage of ELL students who reclassify by the end of next school year.
Related Goals:	All students graduate college, career, and community ready. 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:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will teach the Designated ELD Curriculum that is a part of the EL Education curriculum.	Principal and Instructional Coaches meet with teacher teams to support the planning process for Designated ELD lessons.	Daily schdeules will reflect Designated ELD time.		Tier 1
6-2	Teachers analyze literacy data on ELL students after each administration of the iReady Reading benchmark assessment.	Principal and Instructional Coaches ensure teachers know how to access the assessment reports and guide them through the action planning process to respond to trends seen in the data.	During PD sessions, teachers will analyze iReady Reading data for ELL students to make instructional decisions.		Tier 1
6-3	Afterschool teachers lead social activities for newcomer students to help them learn social and academic English.	Principal supervises afterschool program.	During afterschool programming, newcomer students participate in planned activities to build their social English.		Tier 2

PROPOSED 2022-23 SCHOOL SITE BUDGET **Site Number:** 101 **School:** Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	$45,807	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7708	10-Month Classroom TSA	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Math Instructional Coach and Principal lead weekly PD and PLC meetings for teachers to internalize lessons, engage in long-term unit planning, analyze student work, and plan action steps.	101-1
10-Month Teacher on Special Assignment (TSA)	$68,710	Measure G: Library	1119	Certificated Teachers on Special Assignment Salaries	7708	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers will teach the Designated ELD Curriculum that is a part of the EL Education curriculum.	101-2
11-Month Teacher on Special Assignment (TSA)	$125,114	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	5017	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	ELA Instructional Coach and Principal lead weekly PD and PLC meetings for teachers to internalize lessons, engage in long-term unit planning, analyze student work, and plan action steps.	101-3
11-Month Teacher on Special Assignment (TSA)	$129,586	LCFF Supplemental	1119	Certificated Teachers on Special Assignmemt Salaries		11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers analyze literacy data on ELL students after each administration of the iReady Reading benchmark assessment.	101-4
Bilingual Attendance Specialist	$27,137	One-Time COVID Funding	2205	Classified Support Salaries	3322	Attendance Specialist, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Principal and TSAs create PD arcs that focus on building adult skills with instruction.	101-5
Community School Manager	$68,540	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	5160	Program Mgr Community School	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Principal and Community Schools Manager meet with each collaborative team to engage them in the mission, vision, and core values work.	101-6
Copier Maintenance	$12,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will teach the Designated ELD Curriculum that is a part of the EL Education curriculum.	101-7
Credentialed Extended Contracts	$15,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	101-8

PROPOSED 2022-23 SCHOOL SITE BUDGET **Site Number:** 101 **School:** Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Books	$3,289	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Differentiate instruction for all students utilizing small group instruction (e.g., guided reading; conferring; strategy groups, math groups, with progress monitoring	101-9
Library Volunteer Corps	$0	Measure G: Library	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Differentiate instruction for all students utilizing small group instruction (e.g., guided reading; conferring; strategy groups, math groups, with progress monitoring	101-10
Lincoln Family Services Contract	$0	Title I: Basic	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Allendale Leadership Team and Lincoln Family Services staff use Caseload Spreadsheet to keep track of each step of the referral process that each student/family is on after being referred	101-11
Prep/Enrichment Teacher	$21,297	LCFF Supplemental	1105	Certificated Teachers' Salaries	1629	Teacher Education Enhancement	0.15	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	101-12
Professional Learning	$5,000	General Purpose Discretionary	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teach SEL Curriculum	101-13
Social Worker	$113,610	One-Time COVID Funding	1205	Certificated Pupil Support Salaries	8627	Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Social Worker and clinicians assigned from Lincoln Family Services meet with teachers of students in counseling to share strategies with them.	101-14
Substitute Teacher Incentive Plan (STIP) Teacher	$82,003	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8629	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiate instruction for all students utilizing small group instruction (e.g., guided reading; conferring; strategy groups, math groups, with progress monitoring	101-15

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 101   **School:** Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Substitute Teacher Incentive Plan (STIP) Teacher	$32,371	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8628	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiate instruction for students by using a small group instructional model.	101-16
Substitutes	$15,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Teachers learn and reinforce the coping strategies that Tier 3 students learn in counseling sessions	101-17
Supplies	$5,680	General Purpose Discretionary	4300	Materials & Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers maintain high expectations for their students. They teach the grade level curriculum with appropriate scaffolding for missed learning that may have occurred in prior grades.	101-18
Teacher	$47,655	LCFF Supplemental	1105	Certificated Teachers' Salaries	0429	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers maintain high expectations for their students. They teach the grade level curriculum with appropriate scaffolding for missed learning that may have occurred in prior grades.	101-19
Unallocated	$4,330	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	101-20
Unallocated	$8,250	Title IV: Student Support & Academic Enrichment	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	n/a	101-21
Unallocated	$55,209	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	101-22
Unallocated	$3,300	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	n/a	101-23

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 101   **School:** Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program Contract	$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Principal supervises afterschool program.	

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.

Allendale 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:
- Parent Conference

- Back to School Night

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:
- Back to School Night

- Coffee with the Principal

- Parent Night

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.
- Back to School Night

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

- Title 1 meeting

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:
- Back to School Night

- Coffee with the Principal

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:
- Talking Points, Parent Square, and Newsletter translated into students home language

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:
- Community School Manager

- Oakland Public Education Fund

- Volunteer Flyers posted

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:
- Parent Workshops

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:
- PD's

- Faculty Meeting

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:
- Teacher Conferences

- Parent Night

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
- SSC Meetings

- Parent Workshops

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:
- SSC

- Coffee with the Principal

- Parent workshops

- All meetings have a translator

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

- Events

- SST

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:
- SSC

- Parent Workshops

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption
This policy was jointly developed and adopted by the Allendale Elementary School on September 30, 2021 and will be in effect for the period August 9, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Ronald Towns   *Ronald Towns*

Name of Principal   **Signature of Principal**

Date 8/26/2021

Please attach the School-Parent Compact to this document.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact

Allendale Elementary

2021-22

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 2021-22 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.**
   ● Teachers will differentiate rigorous instruction for all students including ELLs, African American, and students with disabilities based on multiple forms of authentic assessments, regardless of the current level of achievement.
   ● Teachers will utilize culturally-responsive practices and curriculum (at grade level) to support all students, especially ELLs and African-American students
   ● Teachers will utilize individualized and small group instruction for all students to advance academic achievement and address missed learning
   ● Teachers will utilize culturally responsive, standards based curriculum individualize, differentiate, and create rigorous and engaging learning opportunities and environments.   Examples of curriculum/platforms include but are not limited to the following:
      ■ SIPPS Early Literacy
      ■ EL Education
      ■ Eureka Math
      ■ Lexia
      ■ i-Ready
      ■ Brainpop
      ■ Mathshelf
      ■ Epic

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   - Back to School Night
   - Title 1 Meeting
   - SSC Meeting
   - Teacher/ Grade Conferences

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.**
   - Data and grade Conferences
   - SST Meetings

4) **Provide parents reasonable access to staff.**
   - Talking Points
   - Email
   - Afterschool

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.**
   - Talking Points, Parent Square, and Newsletter are translated into students home language

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**
   - Coffee with the Principal
   - Parent Workshops

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.**
   - Professional Development Meetings
   - Faculty Meetings
   - Faculty Retreats

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.**
   - Talking Points
   - That parents play an integral role in assisting their child's

learning
- That parents are encouraged to be actively involved in their child's education at school

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- 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.

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 jointly developed and adopted by the Allendale Elementary School on August 26, 2021, and will be in effect for the period of August 10, 2020 to May 28, 2021.

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 September 30, 2021.

Signature of Principal *Ronald Towns*

Date 8/26/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Allendale ELEMENTARY SCHOOL
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	John Capuchino
Vice Chairperson:	Keelah Moore
Secretary:	Lindsay Roots

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?)
Ronald Towns	☑	☐	☐	☐	
Alan Foss	☐	☑	☐	☐	
Isaiah Ichihara	☐	☑	☐	☐	
Jennifer Creson	☐	☑	☐	☐	
Jessica Umana	☐	☐	☑	☐	**2nd**
Lindsay Roots	☐	☐	☐	☑	
John Capuchino	☐	☐	☐	☑	
Keelah Moore	☐	☐	☐	☑	
Benjamin Nicolls	☐	☐	☐	☑	**1st**
Iris Ortega	☐	☐	☐	☑	**1st**
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday of the Month

SSC Legal Requirements (EC Sections 65000-65001):

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

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