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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Piedmont Avenue 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)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Piedmont Avenue Elementary **Site Number:** 146

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program           | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement      | <input type="checkbox"/> 21st Century Community Learning Centers                     |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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 § 6500.
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:** 5/14/2024

6. 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:**

Zarina Ahmad  
Principal

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Mareme Samb  
SSC Chairperson

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Leroy Gaines  
Network Superintendent

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Lisa Spielman  
Director, Strategic Resource Planning

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*Zarina Ahmad*  
Signature

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*Mareme Samb*  
Signature

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*Leroy Gaines*  
Signature

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*Lisa Spielman*  
Signature

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*Benjamin Davis*  
Benjamin Davis 8/15/2024  
President, Board of Education      5/14/2024  
Date

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*Kyla Johnson Trammell*  
Kyla Johnson Trammell 8/15/2024  
Secretary, Board of Education      5/14/2024  
Date

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5/28/24  
Date

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5/28/24  
Date

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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Piedmont Avenue Elementary School  
**CDS Code:** 1612596002117  
**Principal:** Zarina Ahmad  
**Date of this revision:** 5/14/2024

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> Zarina Ahmad	<b>Position:</b> Principal
<b>Address:</b> 4314 Piedmont Ave. Oakland, CA 94611	<b>Telephone:</b> 510-654-7377 <b>Email:</b> zarina.ahmad@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2024*  
*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

## 2024-25 SPSA ENGAGEMENT TIMELINE

**School Site:** Piedmont Avenue Elementary School

**Site Number:** 146

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/10/2023	SSC & SELLS Combined	Met with SSC and SELLS to plan intervention and support for English Language Learners and low performing students. We planned interventions based on data reports.
11/14/2023	SSC & School Culture Team	Reviewed attendance data and planned incentives and rewards for improvement.
1/16/2024	SSC & SELLS Combined	Met with the SSC and SELLS to review the expenditures for Title One, Title One Parent and Title IV funds. Reviewed with SSC and SELLS to review data of English Language Learners and low performing students and discuss possible interventions.
2/13/2024	FC	Conducted FC meeting to review and plan allocation of funds to strengthen our reading programs as aligned to the school goals
3/14/2024	SSC & SELLS Combined	Met with SSC and SELLS to review carry over and unallocated funds in alignment with the SPSA
4/16/2024	SSC & Instructional Lead Team	Worked with the SSC and ILT members to plan education focus for 2023-24 and align with budget items and school goals including special education and Kindergarten transition. Held SSC meeting for approval
5/14/2024	SSC & SELLS Combined	SPSA Approval

## 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.

### **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.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$95,590.00
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	\$683,961.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$87,120	LCFF Discretionary (General Purpose Discretionary #0000)	\$14,600
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,420	LCFF Supplemental (LCFF Supplemental #0002)	\$159,300
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$6,050	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$225,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$56,988
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$95,590</b>		<b>\$588,371</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$683,961.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School Name: Piedmont Avenue Elementary School**

**School ID: 146**

**CDS Code: 1612596002117**

**SSC Approval Date: 5/14/2024**

**Board Approval Date: 8/14/2024**

**School Mission and Vision**

Vision: We at Piedmont Avenue Elementary School believe every child can develop a love of learning. We believe every teacher can stimulate our students' minds in ways that will promote learning and successful achievement. We believe that every student can achieve beyond average academic skills. Instead our students will develop high level critical thinking, problem solving and social skills to achieve personal excellence while preparing for higher education and to participate in a global society with respect for diversity.

Mission: Students love learning and are taught in ways that prepare them to make unlimited academic and personal success. To accomplish our vision we will work to build a community and culture of high expectations for students, staff, families and extended community partners. We seek to accomplish this through the use of a standards based, data driven approach to planning and differentiation of instruction. All faculty and support staff members commit to cohesive and aligned instructional practice, to the principles for collaboration and equity. Our family partnership plan involves families in high levels of data inquiry and supports their development as partners in academic achievement. Our Extended Learning Program provides targeted academic support, enrichment that includes technology, performing and visual arts, and recreation in addition to multiple leadership opportunities.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Latino Students, Multiracial Students, English Learners, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

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

Students and families that are low performing will be given the opportunity to extend the learning day by enrolling in the after school program.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.3%	48.5%	21.7%	0.3%	3.3%	17.2%	81.3%	13.0%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.4%	12.4%	4.2%	1.2%	0.6%	0.3%	78.0%	1.8%	83.3%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	Piedmont Avenue teachers and staff will ensure that student grade level achievement will increase by 10% in by May 2025 as measured by iReady and SBAC reading and mathematics assessments. Each trimester, teachers will focus on engaging students in academic discussions during mathematics instruction, writing with evidence, and making inferences.
<b>Identified School Need:</b>	Our school will focus on conceptual mathematics as our students need to increase mathematics knowledge at all grade levels. A focus will also be on math facts and supporting parents to help students learn mathematics.

**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	10.0%	not available until fall 2024	not available until fall 2025	25.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	48.0%	not available until fall 2024	not available until fall 2025	68.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	61.0%	not available until fall 2024	not available until fall 2025	71.0%



<b>English Language Arts Measures &amp; Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC ELA Distance from Standard Met	All Students	-47.4	not available until fall 2024	not available until fall 2025	-37.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	45.8%	not available until fall 2024	not available until fall 2025	56.0%

<b>Mathematics/Science Measures &amp; Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC Math Distance from Standard Met	All Students	-70.3	not available until fall 2024	not available until fall 2025	-60.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	17.2%	not available until fall 2024	not available until fall 2025	27.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	19.5%	not available until fall 2024	not available until fall 2025	29.0%

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

<b>School Goal:</b>	African American students with support of the SIPPS reading tutors, AAFE and AAMA small group instruction will meet their goals of 10% increased academic achievement in reading as measured by iReady Diagnostic Assessments, SIPPS Mastery assessments, and SBAC assessments. Special Education students in the resource and inclusion programs will reduce their distance from achievement goals by 10 points.
<b>Identified School Need:</b>	Our school needs literacy and math tutors, AAMA and AAFE programs to support differentiated academic and social needs of African American students.

<b>Academic Measures &amp; Targets for Focal Student Groups</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-83.1	not available until fall 2024	not available until fall 2025	-70.0
SBAC ELA Distance from Standard Met	African American Students	-69.0	not available until fall 2024	not available until fall 2025	-50.0

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	29.6%	not available until fall 2024	not available until fall 2025	20.0%
SBAC Math Distance from Standard Met	Special Education Students	-91.8	not available until fall 2024	not available until fall 2025	-80.0
SBAC Math Distance from Standard Met	African American Students	-83.1	not available until fall 2024	not available until fall 2025	-70.0
<b>Reclassification Measures &amp; Targets</b> *Complete <a href="#">Part 1 of ELD Reflection</a>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
ELL Reclassification	English Learners	16.7%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>	
<b>School Goal:</b>	At Piedmont Avenue Elementary we strive to provide a safe, nurturing and welcoming environment. We teach and follow the Three B's- Be Safe, Be Respectful and Be Responsible followed by the MOSAIC values of mutual respect, open-mindedness, self respect, attitude (always positive), individuality and community. Each classroom begins each day with morning meetings including mindful meditation. We use positive behavior incentives and strive to maintain a growth mindset about each students. Our goal is to eliminate suspensions to 0 and reduce chronic absenteeism by 5%. We begin the school year with parent conferences/home visits and hold conferences two other times during the school year. We have an active PTA and all parents are invited to the monthly meetings. We invite parents into classrooms as volunteers, chaperones on field trips and to all school events. The AAFE and AAMA hold special events for families.
<b>Identified School Need:</b>	Our school needs to support the chronic absenteeism for the following 4 student groups with targeted strategies and activities: Special Education Students, English Language Learners, Latino/a Students, and Multiracial Students.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.3%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	72.2%	not available until fall 2024	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	74.3%	not available until fall 2024	not available until fall 2025	50.0%

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

<b>School Goal:</b>	All staff members will be valued as participants in the decision making at our school by participating in the Instructional Leadership Team, the Cultural Leadership Team or the Faculty Council. Teachers will participate in meaningful professional development and professional learning communities. The one year school teacher retention rate will increase by 5% as teachers continue to grow and improve their practice.
<b>Identified School Need:</b>	Our school needs Teachers on Special Assignment to support professional development, classroom management, curriculum needs, data review and offer coaching to all new and returning teachers.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	79.1%	not available until fall 2024	not available until fall 2025	85.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	<i>Piedmont Avenue teachers and staff will ensure that student grade level achievement will increase by 10% in by May 2025 as measured by iReady and SBAC reading and mathematics assessments. Each trimester, teachers will focus on engaging students in academic discussions during mathematics instruction, writing with evidence, and making inferences.</i>	<i>Based on Mid Year Assessments- 88% of TK students can identify letter names. 48% show mastery of rhyming words. 54% show knowledge of vocabulary. 74% of Kindergarten students show mastery of uppercase letters. 66% of Kindergarteners show mastery of lowercase letters. On the iReady diagnostic 19% of 1st graders students scored midyear or above. 6.9 % scored early grade. 26.2% of second graders scored mid/above grade and 13.1% scored early grade. On the iReady ELA Standards Mastery, 15.1% of 3rd grade, 2.5% of 4th grade, 10.8% of 5th grade scored proficient. On the iReady Math Standards Mastery 15.1% of 3rd grade, 7.5% of 4th grade and 5.4% of 5th grade students scored proficient.</i>
<i>LCAP Goal 2:</i>	<i>African American students with support of the SIPPS reading tutors, AAFE and AAMA small group instruction will meet their goals of 10% increased academic achievement in reading as measured by iReady Diagnostic Assessments, SIPPS Mastery assessments, and SBAC assessments. Special Education students in the resource and inclusion programs will reduce their distance from achievement goals by 10 points.</i>	<i>The African American students engage in social emotional, social justice and history lessons about their cultural history, traditions, and ancestral greatness as they build their self esteem and literacy skills. Based on mid year iReady diagnostics, the overall reading skills increased by 8% with the support of these programs including field trips.</i>

<p>LCAP Goal 3:</p>	<p><i>At Piedmont Avenue Elementary we strive to provide a safe, nurturing and welcoming environment. We teach and follow the Three B's- Be Safe, Be Respectful and Be Responsible followed by the MOSAIC values of mutual respect, open-mindedness, self respect, attitude (always positive), individuality and community. Each classroom begins each day with morning meetings including mindful meditation. We use positive behavior incentives and strive to maintain a growth mindset about each students. Our goal is to eliminate suspensions to 0 and reduce chronic absenteeism by 5%. We begin the school year with parent conferences/home visits and hold conferences two other times during the school year. We have an active PTA and all parents are invited to the monthly meetings. We invite parents into classrooms as volunteers, chaperones on field trips and to all school events. The AAFE and AAMA hold special events for families.</i></p>	<p><i>All supports for parents were well planned and inclusive. All events were announced via Parent Square, social media and through the teachers' newsletters. As events were planned, parents were asked about their needs to keep the events relevant and engaging, some events had light refreshments to make parents feel valued.. All supports for parents were well planned and inclusive. All events were announced via Parent Square, social media and through the teachers' newsletters. As events were planned, parents were asked about their needs to keep the events relevant and engaging with useful materails like books.</i></p>
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<p><i>LCAP Goal 4:</i></p>	<p><i>All staff members will be valued as participants in the decision making at our school by participating in the Instructional Leadership Team, the Cultural Leadership Team or the Faculty Council. Teachers will participate in meaningful professional development and professional learning communities. The one year school teacher retention rate will increase by 5% as teachers continue to grow and improve their practice.</i></p>	<p><i>The Eureka Mathematics 2 curriculum has supported instruction by giving students conceptual, procedural and constructive response lessons. The TSA works with teachers monthly by observing, coaching, and reviewing pacing with all teachers at all grade levels.</i></p>
<p><b>Goal Area:</b></p>	<p><b>School Goal:</b></p>	<p><b>Priority Challenges</b></p>
<p><i>LCAP Goal 1:</i></p>	<p><i>Piedmont Avenue teachers and staff will ensure that student grade level achievement will increase by 10% in by May 2025 as measured by iReady and SBAC reading and mathematics assessments. Each trimester, teachers will focus on engaging students in academic discussions during mathematics instruction, writing with evidence, and making inferences.</i></p>	<p><i>Several Kindergarten students have not attended preschool and have SEL challenges that interrupt their academic achievement. 17% of students are chronically absent or late. Students have limited writing skills and not able to write high DOK level answers on their assessments. Students have limited technology skills and unable to type answers. Assessment Data needs to be reviewed so teachers can plan reteach/reengage lessons. Title One funding for the TSA will help support interventions and instructional supplies will help meet the root cause of these challenges.</i></p>

<p><b>LCAP Goal 2:</b></p>	<p><i>African American students with support of the SIPPS reading tutors, AAFE and AAMA small group instruction will meet their goals of 10% increased academic achievement in reading as measured by iReady Diagnostic Assessments, SIPPS Mastery assessments, and SBAC assessments. Special Education students in the resource and inclusion programs will reduce their distance from achievement goals by 10 points.</i></p>	<p><i>African American students have a 17% chronic absenteeism rate. With the late arrival, students miss out on classroom reading lesson and tutoring sessions. Based on the mid year iReady ELA assessments 31% of African American students are reading at or above grade level.</i></p>
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<p>LCAP Goal 3:</p>	<p><i>At Piedmont Avenue Elementary we strive to provide a safe, nurturing and welcoming environment. We teach and follow the Three B's- Be Safe, Be Respectful and Be Responsible followed by the MOSAIC values of mutual respect, open-mindedness, self respect, attitude (always positive), individuality and community. Each classroom begins each day with morning meetings including mindful meditation. We use positive behavior incentives and strive to maintain a growth mindset about each students. Our goal is to eliminate suspensions to 0 and reduce chronic absenteeism by 5%. We begin the school year with parent conferences/home visits and hold conferences two other times during the school year. We have an active PTA and all parents are invited to the monthly meetings. We invite parents into classrooms as volunteers, chaperones on field trips and to all school events. The AAFE and AAMA hold special events for families.</i></p>	<p><i>Many families come to pick up students at 6pm from the after school program after working and explain that they are too tired to stay for the after school events. such as parent literacy or family reading nights.</i></p>
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<p><i>LCAP Goal 4:</i></p>	<p><i>All staff members will be valued as participants in the decision making at our school by participating in the Instructional Leadership Team, the Cultural Leadership Team or the Faculty Council. Teachers will participate in meaningful professional development and professional learning communities. The one year school teacher retention rate will increase by 5% as teachers continue to grow and improve their practice.</i></p>	<p><i>District training for the new adopted math curriculum and continued training on the EL ELA curriculum will help teachers as they plan effective ELA lessons</i></p>
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<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	Latino/a Students	77.9%	not available until fall 2024	not available until fall 2025	37.1%
Chronic Absenteeism	Multiracial Students	62.7%	not available until fall 2024	not available until fall 2025	34.0%
Chronic Absenteeism	English Learners	65.1%	not available until fall 2024	not available until fall 2025	5.0%
Chronic Absenteeism	Special Education Students	73.4%	not available until fall 2024	not available until fall 2025	48.8%

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Piedmont Avenue Elementary School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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.**

Our goal to improve overall academic achievement includes plans to improve attendance. To improve attendance, we will hire an community school manager (CSM) who will communicate with parents about the importance of attendance through the SART/SARB process. We began the year by informing parents about the direct impact that attendance has on successful academic achievement with a Power Point presentation at our Title One Back to School Night meeting. We began planning SART meetings but had to postpone several as our CSM position was vacated. At the meetings we held, we shared data and discussed improvement strategies. In addition, our attendance specialist calls parents daily to excuse absences if students are ill. She also informs parents about truancy matters if students have unexcused absences. We have SART meetings each trimester and schedule SST meetings for students with chronic absences. Teachers also have class rewards for perfect attendance days. We are planning to make more school wide attendance competitions per grade level with the rewards and incentives. Our TSA will support new teachers and mathematics instruction.

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

Students who attend school regularly and arrive on time, will have the opportunity to learn and achieve their academic goals. Sharing the correlation between attendance and academic performance did influence some families to improve their attendance. Our overall school attendance improved by 7% from last school year to the present school year.

**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.**

We will hold more SART meetings. If students attendance does not improve after the initial SART meeting we will schedule consecutive meetings every 8-10 days to review attendance and goals with families. If attendance of these families continue to be chronically truant, then parents will be referred to the SARB process.

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
10-Month Teacher on Special Assignment (TSA)	SBAC Math Distance from Standard Met	Supported classroom teachers by planning Eureka Math PD, planning time and progress monitored iReady mathematics lessons passed by all students K-5.	The TSA presented useful and effective PD sessions about Eureka Math. Most teachers use the math curriculum with fidelity and made growth with the benchmark math assessments. Based on observation, a few teachers showed limited investment in learning Eureka Math and teaching it with fidelity. The TSA displayed the % of math iReady lessons passed by each class in the main hallway to inspire students and teachers to use the program consistently. One goal for the TSA is to observe classroom more or provide math instructional coaching.	The focus of the TSA for math will be on supporting teachers and students observations, providing feedback, coaching, and setting up peer observations. Planning biweekly Eureka PD/PLC time will be the priority for the TSA.
Field Trip Buses	i-Ready Reading at or above Mid-Grade	Every grade level will use Title One funds to give students the opportunity to learn from field trips. Student will engage in reading, writing, and science activities to learn grade level standards.	The teachers plan the field trips based on curriculum that the grade levels are studying. Last year, 13/14 classes went on field trips . The cost of each bus is about \$1200. We will need to meet our enrollment projections to keep the funding.	The goal will be for every class to attend at least one field trip. Public buses, walking, grant funded trips in addition to buses funded by Title One will be suggested.
Meeting Refreshments	Student Connectedness to School	Meeting refreshments will be available for families that attend SSC meetings and other family engagement events.	Based on principal observation, families are more likely to attend family engagement events when meeting refreshments are available.	Order food in collaboration with the school PTA ensure all families receives food items as needed.

Books OTX	SBAC ELA Distance from Standard Met	Enhancing our parent resource library with non fiction texts book will support parents as they learn how to effectively engage students in learning. Parent resources about parenting, self care and other parent educational topics will be included in the parent resource library. A goal will be to increase student reading at home. A second goal will be to support parents of students in the EL program.	The additional text books we selected enhance the EL reading curriculum topics. Based on observation, students seem to enjoy reading books from their classroom libraries more. Books for our Family Reading nights will also support our goal of student reading.	We will continue purchases books for classroom libraries. We will promote the PTA led read a thon and award students who make progress in reading as measured by the iReady and IAB reading assessments.
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

<b>School:</b>	Piedmont Avenue Elementary School	<b>SCHOOL ID:</b>	146
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**3: SCHOOL STRATEGIES & ACTIONS** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	Piedmont Avenue teachers and staff will ensure that student grade level achievement will increase by 10% in by May 2025 as measured by iReady and SBAC reading and mathematics assessments. Each trimester, teachers will focus on engaging students in academic discussions during mathematics instruction, writing with evidence, and making inferences.
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<b>Identified Need:</b>	Our school will focus on conceptual mathematics as our students need to increase mathematics knowledge at all grade levels. A focus will also be on math facts and supporting parents to help students learn mathematics.
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#	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	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study) Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly. The principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, coaching, and student data.	African American Students	Academic	Tier 1 - Universal
1-2	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Teachers will use Math Centers to differentiate math instruction, with a focus on GATE students.	All Students	Academic	Tier 2 - Supplemental

1-3	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	English Learner Students	Behavioral	Tier 2 - Supplemental
1-4	Teachers and staff will support teachers with low attendance rate by making phone calls, arrange parent meetings to discuss the importance of regular and on time attendance	Low Income Students	SEL / Mental Health	Tier 3 - Intensified

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

<b>School Goal:</b>	African American students with support of the SIPPS reading tutors, AAFE and AAMA small group instruction will meet their goals of 10% increased academic achievement in reading as measured by iReady Diagnostic Assessments, SIPPS Mastery assessments, and SBAC assessments. Special Education students in the resource and inclusion programs will reduce their distance from achievement goals by 10 points.
<b>Identified Need:</b>	Our school needs literacy and math tutors, AAMA and AAFE programs to support differentiated academic and social needs of African American students.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	All Students	Academic	Tier 1 - Universal
2-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Teachers will hold a TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten.	Low Income Students	Academic	Tier 1 - Universal
2-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and culturally and linguistically responsive pedagogy. The school will partner with community organizations to provide additional reading support to students who are low performing that come from low-income families.	African American Students	Behavioral	Tier 2 - Supplemental

2-4	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Low Income Students	SEL / Mental Health	Tier 3 - Intensified
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Goal:</b>	At Piedmont Avenue Elementary we strive to provide a safe, nurturing and welcoming environment. We teach and follow the Three B's- Be Safe, Be Respectful and Be Responsible followed by the MOSAIC values of mutual respect, open-mindedness, self respect, attitude (always positive), individuality and community. Each classroom begins each day with morning meetings including mindful meditation. We use positive behavior incentives and strive to maintain a growth mindset about each students. Our goal is to eliminate suspensions to 0 and reduce chronic absenteeism by 5%. We begin the school year with parent conferences/home visits and hold conferences two other times during the school year. We have an active PTA and all parents are invited to the monthly meetings. We invite parents into classrooms as volunteers, chaperones on field trips and to all school events. The AAFE and AAMA hold special events for families.
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<b>Identified Need:</b>	Our school needs to support the chronic absenteeism for the following 4 student groups with targeted strategies and activities: Special Education Students, English Language Learners, Latino/a Students, and Multiracial Students.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Students who are performing far below grade level in reading will be provided an SST to support families with attendance issues and considered these students for Piedmont Avenue Reading Tutors (PART), Reading Partners and/or After School Program.	Low-Income Students	SEL / Mental Health	Tier 2 - Supplemental
3-2	The community school manager and the attendance specialist will reach out to families to form strong partnerships about regular school attendance and on time arrival.	African American Students	SEL / Mental Health	Tier 3 - Intensified



3-3	All teachers and support staff will know the 3Bs, Be Safe, Be Responsible, Be Respectful and the MOSAIC monthly core values. All 4th grade students will be given the opportunity to participant in the week long MOSAIC camp to learn about mutual respect, open-mindedness, self-respect, attitude of positivity, individuality and community.	Low-Income Students	Behavioral	Tier 1 - Universal
3-4	We will also provide mental services through our school theraputic social worker and the Better Way behavior support program to qualified students and families. We will extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth. The community school manager will hold weekly attendance meetings, COST meetings to plan strategies for improving attendance of students with truancy concerns.	African American Students	SEL / Mental Health	Tier 3 - Intensified

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

<b>School Goal:</b>	All staff members will be valued as participants in the decision making at our school by participating in the Instructional Leadership Team, the Cultural Leadership Team or the Faculty Council. Teachers will participate in meaningful professional development and professional learnig communities. The one year school teacher retention rate will increase by 5% as teachers continue to grow and improve their practice.			
<b>Identified Need:</b>	Our school needs Teachers on Special Assignment to support professional development, classroom management, curriculum needs, data review and offer coaching to all new and returning teachers.			
<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>
4-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	All Students	Academic	Tier 1 - Universal
4-2	The TSA supporting mathematics and the TSA supporting literacy will plan professional development and lead the professional learning communities to review data and track progress to align instruction with the pacing guides.	All Students	Academic	Tier 1 - Universal

4-3	Teachers will attend professional development to learn about culturally and linguistically responsive Teachers will inform our school teams about the culture and practices of our diverse student population. Teachers will serve on the OUSD hiring team to help select faculty members that reflect our student population.	All Students	Academic	Tier 1 - Universal
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**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?
5-1	Teachers will be intentional about engaging African American students in academic discussions during mathematics instruction. Principal will observe classes and give feedback and coaching about the level of engagement of African American students during mathematics instruction. AAFE and AAMA programs implemented for grades 3-5 with weekly class schedules and lesson plans.	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Teachers will use parent conference during the first week of school, October and March to communicate the academic achievement concerns of African American and all students. Parents will be encouraged to attend Family Reading and Math nights, parent education sessions, and math information sessions	African American	Academic	Tier 2 - Supplemental

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <a href="#"><i>Stages of ELD Implementation Self-Assessment</i></a>				
<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>
6-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. In all grades we will differentiate Language Arts instruction for our English Language Learners, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction with SIPPS, EL and iReady Online reading programs. The TSA will teach designated ELD and implement the ELPAC assessments.	English Learner Students	Academic	Tier 1 - Universal
6-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	English Learner Students	Behavioral	Tier 2 - Supplemental

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$2,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study) Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly. The principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, coaching, and student data.	146-1
5610 - Equip Maintenance & Repairs	\$4,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Students who are performing far below grade level in reading will be provided an SST to support families with attendance issues and considered these students for Piedmont Avenue Reading Tutors (PART), Reading Partners and/or After School Program.	146-2

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$8,600	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	CAST (Science) at or above Standard	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Teachers will use Math Centers to differentiate math instruction, with a focus on GATE students.	146-3
4310 - Materials and Supplies	\$16,274	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC Math Distance from Standard Met	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and culturally and linguistically responsive pedagogy. The school will partner with community organizations to provide additional reading support to students who are low performing that come from low-income families.	146-4
Teacher Education Enhancement	\$66,763	LCFF Supplemental	1105	Certificated Teachers' Salaries	4430	Elementary Educational Enhancement/ Intervention Program (EEIP) Teacher	0.4	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers and staff will support teachers with low attendance rate by making phone calls, arrange parent meetings to discuss the importance of regular and on time attendance	146-5
TSA Classroom 10Mos	\$76,262	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	108	10-Month Classroom Teacher on Special Assignment (TSA)	0.5	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC Math Distance from Standard Met	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and culturally and linguistically responsive pedagogy. The school will partner with community organizations to provide additional reading support to students who are low performing that come from low-income families.	146-6

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
5826 - Field Trip	\$10,858	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Teachers will be intentional about engaging African American students in academic discussions during mathematics instruction. Principal will observe classes and give feedback and coaching about the level of engagement of African American students during mathematics instruction. AAFE and AAMA programs implemented for grades 3-5 with weekly class schedules and lesson plans.	146-7
TSA Classroom 10Mos	\$76,262	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	108	10-Month Classroom Teacher on Special Assignment (TSA)	0.5	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery."	146-8
4311 - Meeting Refreshments	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Staff Satisfaction with Professional Development	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study) Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly. The principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, coaching, and student data.	146-9

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
4200 - Books-other Than Textbooks	\$1,420	Title I, Part A Parent & Family Engagement	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery." "	146-10
4399 - Unallocated	\$6,050	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	CAST (Science) at or above Standard	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study) Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly. The principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, coaching, and student data.	146-11
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	146-12

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-13
1120 - Teachers Salaries Stipends	\$7,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Teachers will use Math Centers to differentiate math instruction, with a focus on GATE students.	146-14
5825 - Consultants	\$8,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and culturally and linguistically responsive pedagogy. The school will partner with community organizations to provide additional reading support to students who are low performing that come from low-income families.	146-15
4311 - Meeting Refreshments	\$5,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Satisfaction with Professional Development	Teachers will attend professional development to learn about culturally and linguistically responsive Teachers will inform our school teams about the culture and practices of our diverse student population. Teachers will serve on the OUSD hiring team to help select faculty members that reflect our student population.	146-16
2225 - Classified Overtime	\$5,000	California Community Schools Partnership Program	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	The community school manager and the attendance specialist will reach out to families to form strong partnerships about regular school attendance and on time arrival.	146-17



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$7,888	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Students who are performing far below grade level in reading will be provided an SST to support families with attendance issues and considered these students for Piedmont Avenue Reading Tutors (PART), Reading Partners and/or After School Program.	146-18
Social Worker	\$28,365	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9171	Social Worker	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	We will also provide mental services through our school therapeutic social worker and the Better Way behavior support program to qualified students and families. We will extend learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth. The community school manager will hold weekly attendance meetings, COST meetings to plan strategies for improving attendance of students with truancy concerns.	146-19
Program Mgr Community School	\$178,748	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9841	12-Month Community School Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	The community school manager and the attendance specialist will reach out to families to form strong partnerships about regular school attendance and on time arrival.	146-20
4310 - Materials and Supplies	\$16,452	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will use parent conference during the first week of school, October and March to communicate the academic achievement concerns of African American and all students. Parents will be encouraged to attend Family Reading and Math nights, parent education sessions, and math information sessions	146-21

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number:** 146

**School:** Piedmont Avenue 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$40,536	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.4	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	146-22



## **School-Parent Compact**

### **Piedmont Avenue Elementary School**

### **2023-24**

*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 2023-24 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.**
  - Provide math instruction that develops critical thinking, procedural and conceptual skills. Focus on learning basic facts; academic discussions and problem solving in multiple ways.
  - Provide ELA instruction with a focus on writing with citing evidence.
  - NGSS Science class with hands - on learning.
  - Technology skills used cross content curriculum.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - The first parent-teacher conference week will be October 2-6. Parents will be given the opportunity to meet with each child's teacher privately to discuss student progress. We will have additional minimum days during this time.
  - The second parent-teacher conference week will be 4-8. Parents will be given the opportunity to meet with each child's teacher to discuss student progress. We will have additional minimum days during this time.
- 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 with parents via email, Parent Square or phone calls to give updates about students' progress.

- Report Cards will be given at three times in the year.
  - District assessment data will be reflected in the report cards.
- 4) Provide parents reasonable access to staff.**
- Parents can request additional conferences with teachers. In addition, each teacher has a weekly conference/preparation periods in which can be devoted to parent conferences.
  - Teachers may provide parents with opportunities to volunteer and participate in their child’s class and to observe classroom activities.
  -
- 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/guardians are welcome to visit classrooms as we will have an open door policy to visits. Please check in at the office to receive a visitor’s pass.
  - All parents are invited to volunteer and participate in PTA sponsored and all other school wide events.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- All parents will be invited to attend parent education sessions to learn how to help students with academic achievement on November 8, 2023 and January 24, 2024 at 5:30pm.
  - All parents are invited to the Literacy Night led by our after school program.
  - All families are invited to Family Math Night on February 7, 2023 led by Mathnasium and sponsored by our PTA.
- 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.**
- All teachers and staff members will have professional development about the importance of communicating with parents and how to welcome and engage them into the school environment.
- 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.**
- Messages sent via Parent Square in addition to a monthly bulletin sent by teachers will be used to communicate with family members about school events.
  - Parents can request information to be translated into additional languages.
  - Parents can request translation services for meetings.

**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:

- Get my child to school daily and be on time.
- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. —*e.g., limiting television watching, cell phone use or video games, ensuring 30 minutes of reading, etc.]*

### **Student Responsibilities**

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

- Be safe.
- 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 Piedmont Avenue Elementary on August 15, 2023 and will be in effect for the period of the 2023-24 school year.

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 August 30, 2023.

*Zarina Ahmad*

**Signature of Principal**

**Date August 30, 2023**



## **Title I, Part A School Parent and Family Engagement Policy 2023-24**

*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.*

### **Piedmont Avenue Elementary School**

**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:

- Providing Parents Information Sessions in the core subjects three times a year.
- Holding Parent-Teacher Conferences twice per year.
- Sending Report Cards three times a 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: ■ Family Engagement Mathnasim and Nights

- Family Literacy Night, Family Mathematics Nights
- Lights On Afterschool Reading 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.

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

- Monthly School News Bulletins sent home about upcoming school events.
- Sending emails via Parent Square by the principal and teachers about school and classroom events.

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:

- Information presented at Report Cards, SSC Meetings, Parent Square and Data Bulletin Boards.

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:

- Using translation service to provide information in English, Spanish and Vietnamese.
- Parents that speak other languages such as Amharic and Tigrinya are encouraged to sit next to parents that speak their home language and English to get translation.

### **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:

- Having parents sign up and make appointments
- Engaging parents to participate at PTA and SSC meetings.

### **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:

- Purchasing software licenses such as iReady Reading and Math that the parents can access at home.
- Sending home weekly homework assignments.

### **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:

- School leadership will train staff about the importance of having parents as equal partners.
- Having staff members that regularly attend SSC and PTA 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:

- Holding regular monthly SSC, PTA meetings.
- Holding parent conference meetings twice a year and as requested by parents.
- Ensure all parents have the opportunity to meet with teachers before, during and after school hours based on their needs.

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:

- Holding the Annual Title One Meeting, monthly SSC and PTA Meetings
- Family Engagement nights at least once or twice per trimester.

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:

- Informing all parents about the meetings and school events with announcements in English and Spanish.
- Informing all parents about meetings and school events using Parent Square.

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

- Using data to support the request and needs known by parents to plan family engagement activities.
- Planning family engagement activities after work hours.

### **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:

- Keeping parents informed about the district, public library and other community family engagement programs and resources.

#### **Adoption**

This policy was adopted by the Piedmont Avenue School Site Council on August 15, 2023 and will be in effect for the period of August 7, 2023 through May 23, 2024.

**The school will distribute this policy to all parents on or before August 30, 2023.**

*Zarina Ahmad*, Zarina Ahmad, Principal

**Date August 30, 2023**

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

[The Piedmont Avenue School Parent Compact 2020](#)



## Piedmont ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2023-2024**

### SSC - Officers

<b>Chairperson:</b>	Jacqueline Portillo
<b>Vice Chairperson:</b>	Mareme Samb
<b>Secretary:</b>	Zarina Ahmad

### 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?)
Zarina Ahmad	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jacqueline Portillo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Roxana Miles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Kristi Hertel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Michelle Duff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Zerita Sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Mareme Samb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Jack Nagle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Shamonica Clark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Michelle Jaramillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	<b>2nd Tuesday of the month @ 5pm</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

