

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 24, 2015

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2015 - 2016 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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, 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 to student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

Legislative File ID No.: 15-1278  
Introduction Date: 6/24/15  
Enactment No.: 15-1019  
Enactment Date: 6/24/15

**2015-2016 Single Plan for Student Achievement (SPSA)**

**School:** Piedmont Avenue Elementary School  
**CDS Code:** 1612596002117  
**Principal:** Zarina Ahmad  
**Date of this revision:** 6/10/2015

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

<b>Contact Person:</b>	Zarina Ahmad	<b>Position:</b>	Principal
<b>Address:</b>	4314 Piedmont Ave. Oakland, CA 94611	<b>Telephone Number:</b>	510-654-7377
		<b>Email Address:</b>	zarina.ahmad@ousd.k12.ca.us

*The District Governing Board approved this revision of the SPSA on:* 6/24/2015

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Piedmont Avenue Elementary School

Site Number: 146

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   |   |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 14, 2015

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

- Fliers in students' home languages
- Announcement at a public meeting
- Other (Notices and Media Announcements, etc.)

Signatures:

Zarina Ahmad

Print name of School Principal

Zarina Ahmad

Signature

5/21/15  
Date

Eleanor Lewis

Print name of SSC Chairperson

Eleanor Lewis

Signature

5/21/15  
Date

Yvonne Johnson-Trammell

Print name of Network Superintendent

Yvonne Johnson-Trammell

Signature

5/21/15  
Date

Susana Ramirez

Susana Ramirez, Director, State & Federal Programs

Susana Ramirez

Signature

6/8/15  
Date

## SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

**School Site Name:** 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 SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
9/16/2014	SSC	Reviewed the Site Plan (CSSLSP); discussed the focus areas for the year; reviewed the role and responsibility of the SSC.
10/7/2014	Instructional Leadership Team	Held meeting with grade level teacher leaders to agree on alignment of practices to make growth in focal areas.
10/10/2014	All Teachers and Staff	Strategies, structures for school climate and curriculum were organized, discussed and agreed to by all teachers and staff to meet the goals of the site plan.
1/13/2015	SSC/PTA Combined Meeting	Preliminary budget allocations for labor and non labor cost, enrollment projections review, data review
2/17/2015	Student Leadership 4th/5th Grade	Student leaders presented to the SSC and PTA, gave input regarding the curriculum, school culture and learning goals
3/17/2015	EL Parents	Meeting to review the CELDT and re-classification process, address concerns for feedback to teachers.
1/13/2015	SPED Parents	Attended SSC meeting to discuss and give feedback about their goals for school wide inclusion and care.

**2015-2016 Final Budget**

**Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Base #0000</b>	\$28,909.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$124,234.89	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$250,023.06</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$56,991.54	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,422.99	TBD
School Improvement Grant ... <b>SIG Resource #3180</b>	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$58,414.53</b>	<b>\$0.00</b>

# MAJOR IMPROVEMENT PRIORITIES

## MAJOR IMPROVEMENT PRIORITY #1: Literacy

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

### STUDENT GOAL(S) for Improvement Priority #1

- All students in grades K-1 will show proficiency in grade level reading by end of the course as measured by DIBELS and F&P.
- 95% of all students in grades 2-5 will improve their reading score by at least one grade level as measured by the SRI/F&P

### STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Fountas & Pinnell	Increase the number of students reading at/above grade level	46%	60%	70%
SRI	Increase in the number of students reading at/above grade level	67%	75%	80%
SBAC English proficiency rate	Increase grade level performance in non fiction reading and writing	n/a	60%	70%

### DATA ANALYSIS for Improvement Priority #1

<b>Performance Strengths</b>	<b>Performance Challenges</b>
Kindergarten and First Grade students are performing at/above grade level on DIBELS 84% Fall	Low participation rate on Fall F&P by all grade levels
Kindergarten and First Grade students are performing at/above grade level on DIBELS 79% Winter	35%-49% of students scored below grade level on winter F&P
Students in grades 2-5 showed growth on SRI in 8 out of 9 classrooms	Although growth was made, the average number of students in grade 2 are reading below grade level as measured by SRI.

79% of 5th grade students are reading on grade level based on F&P winter assessment

0 students in one 3rd grade class made growth on SRI

The average number of 5th grade students are reading above grade level as measured by the SRI

54% of EL are reading below grade level as measured by Winter F&P.

94% of Reclassified English Learners are reading at/above reading level as measured by the winter F&P.

### ROOT CAUSE ANALYSIS for Improvement Priority #1

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

The 2nd grade classes need more preparation for testing such as more time on chromebooks and independent reading.

All students need to read independently on their instructional reading level in school and at home daily for at least 30 minutes.

Balanced Literacy PD is needed for teachers to teach students with reading comprehension lessons.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

### MAJOR IMPROVEMENT STRATEGY #1

**Implement key elements of Balanced Literacy, specifically quality mini-lessons and Reading & Writing Workshops**

<b><i>Teaching Practices:</i></b>	<b><i>Leadership Practices:</i></b>	<b><i>Organizational Practices:</i></b>
Teachers will plan and schedule personalized learning opportunities using chromebooks daily to better support student groups including GATE, ELL, and Foster Youth.	The Technology Lead Teacher will make sure chromebooks and network service is ready for daily student use.	Schedule will allow time for weekly grade level Professional Learning Communities, teacher planning and cycle of inquiry to inform teachers of student levels.
Teachers will assess students and inform them and their parents of students' independent reading level during the first two weeks of school.	Schedule extra minimum days during the first two weeks of school.	Set instructional minutes and budget to cover for additional minimum days.
Teachers will attend professional development and learn to implement all components of Balanced Literacy.	Principal will inform teachers of summer PD about Balanced Literacy. First PD session and scheduled observations will be on BAL lessons.	Teachers will be strongly encouraged to attend summer PD sessions.

Teachers will hold reading and writing workshop lessons at least 4 times a week including mini lessons, independent reading, academic discussions, and small group instruction.	The principal will schedule on going PD on teaching practices for reading workshop.	Weekly PD planned by ILT and ELA lead teacher.
The After School Program, CLASS (Children Learning After School Successfully) will teach students using BAL components and know the students reading levels.	The After School teachers will attend PD and learn the BAL teaching structures and strategies.	BAL PD will be before school starts to allow attendance of after school teachers.
Teachers will hold quarterly parent workshop sessions to help parents learn how to support students with reading growth and achievement.	The principal will help inform parents of parent education workshops and fund teachers to lead the workshops.	Supplies, materials and books will be purchased to support parent education sessions.
Kindergarten and First Grade English Language Learners and Newcomers will receive small group ELD instruction with the Language for Learning program.	The principal and office staff will inform teachers of the students who need intensive English language development support.	Schedules will be created for the K-1 and newcomer ELD pull out program.



<b>MAJOR IMPROVEMENT PRIORITY #2: Mathematics/STEM Proficiency</b>
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*LCAP strategic priorities addressed by this Major Improvement Priority:*

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #2**

- 100% of teachers will increase the quantity of science instruction by 50 minutes per week as measured by lesson plans and teacher observations. In class instruction will be FOSS curriculum in addition to science notebooks and non-fiction informational science reading.
- 100% of teachers will use Blended Learning strategies with the use of Chromebooks in grades 2-5 to improve academic growth and meet personal learning goals daily.



- 100% of teachers will use Blended Learning strategies with the use of iPads in grades K-1 to improve the academic growth and meet the personal learning goals daily.
- 80% of all students will be proficient in grade level Common Core math standards as measured by math quarterly district benchmarks and the end of the year SBAC.

### STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SBAC Math proficiency rate	Increase the number of students showing proficiency in math	N/A	70%	75%
Parent academic workshops rate	Increase the number of parents who attend parent education workshops for math	30%	40%	50%
SBAC Math proficiency rate	Increase the number of Chromebooks in grades 2-5 so the ratio of student to Chromebook is 1:1.	N/A	80%	100%
SBAC English proficiency rate	Increase the number of 5th grade students that show proficiency in science	N/A	55%	65%

### DATA ANALYSIS for Improvement Priority #2

<b>Performance Strengths</b>	<b>Performance Challenges</b>
92% of Kindergarten students scored proficient in constructed response and performance task on the math winter benchmark assessments	1st grade proficiency in math constructed response declined from 90% to 72% from the Fall to Winter Math district benchmark assessments.
72% of 1st grade students scored proficient in constructed response on the math winter benchmark assessments.	Only 55% of 3rd grade students showed proficiency in selected response section of the winter math benchmark.
2nd grade students grew 20% from Fall to Winter on the math benchmark in the constructed response questions.	70% of teachers teach hands-on FOSS science lessons in addition to the science prep class.
3rd grade students grew 6% points from Fall to Winter on the math benchmark in the selected response questions.	Only 48% of 4th grade students showed proficiency in selected response section of the winter math benchmark.
5th grade students grew 6% points from Fall to Winter on the math benchmark in the selected response questions.	

## ROOT CAUSE ANALYSIS for Improvement Priority #2

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***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

Increased instructional strategies are needed to ensure students show proficiency in math.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

Lack of mastery of the Common Core math standards in grades 2-5.

Performance Task math problems are the most challenging for students in grade 2-5.

5th grade students lack mastery of science knowledge.

## MAJOR IMPROVEMENT STRATEGY #2

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**Increase the number of minutes for hands on science instruction and incorporate the use of technology--to increase Blended Learning opportunities for all students in grades K-5 with use of Chromebooks and ipads.**

<b><i>Teaching Practices:</i></b>	<b><i>Leadership Practices:</i></b>	<b><i>Organizational Practices:</i></b>
Teachers will increase the number of minutes that they teach hands on FOSS science lessons by 50 minutes	The principal, science lead teacher and ILT will plan PD on FOSS Science.	PLC and planning time will be scheduled for teacher planning.
Teachers will use formative assessments weekly and have ongoing cycle of inquiry to plan reteach lessons for mastery.	The principal will schedule planning and additional assessment sessions.	Substitutes will be hired to cover teachers while they can assess and have grade level cycles of inquiry.
Teachers will have students keep math journals.	Training for math notebooking will be given to teachers.	Purchase of math journals.
Teachers will have science journals.	Training for science notebooking will be given to the teachers.	Purchase of science journals.

<b>MAJOR IMPROVEMENT PRIORITY #3: Parent/Family Engagement</b>
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LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #3**

- Increase family engagement in school activities, parent education sessions and parent participation in the classroom by 10 percentage points as measured by sign in sheets, attendance and student achievement on district and state assessments.
- Increase family engagement in supporting students with homework completion to have 95% of all student complete homework accurately and timely.
- Increase the number of students who arrive to school on time by 15%.
- Decrease the number of chronically absent students by 10%.
- Increase the number of incoming TK/Kindergarten families that attend the welcome events such as the Meet and Great Play Day in July, the Kindergarten Round UP in August and the Kindergarten Orientation the Friday before school begins.

**STUDENT GOAL TARGET(S) for Improvement Priority #3**

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Parent academic workshops rate	Increase parent attendance at all school wide events	30%	40%	50%
Chronic Absence	Decrease the number of absences in all grade levels.	17.3	15.50%	12%
Parent survey participation rate	Increase the number of parents who provide feedback on surveys	39.90%	50%	60%
Parent academic workshops rate	Parents and families will attend Family Literacy Nights and Parent Education Workshops	30%	45%	55%
Parent academic workshops rate	Parents and families will attend Family Math and Science Nights and Parent Education Workshops	30%	45%	55%

### DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
There are about 25 parents that regularly attend PTA and Parent Education Workshops.	The same 25 parents regularly attend the PTA meetings and Parent Education Workshops.
The African Heritage/Black History Night Event is well attended by 80% of families with standing room only in the multipurpose room.	Rescheduling of Family Science night and lack of staff support prevented it from happening this year.
The Winter Holiday Concert is well attended by 90% of families with standing room only in the multipurpose room.	The same 25 parents regularly attend the PTA meetings and Parent Education Workshops.
80% of families in grades K-2 attend Back to School Night.	More parents attend performance events than education sessions.
60% of families in grades 3-5 attend Back to School Night.	Parents express that they need support with helping students complete homework especially Common Core math strategies.
40% of families in all grades attend the Spring Carnival.	

### ROOT CAUSE ANALYSIS for Improvement Priority #3

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

Lack of parent participation in parent education workshops prevents families from supporting student academic growth.

Lack of parent knowledge about the importance of school attendance allows parents to keep students at home for unexcused reasons.

Parents do not value coming to PTA meetings.

Parents value coming to school events to see students perform at music concerts, African Dance and other "on stage" events.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

Parents indicate on feedback that they do not feel their presence is needed at PTA meetings; they also say after working and picking students up at 6pm from the after school program, they are tired and want to go home.

Parents indicate that they did not know the importance of attendance in Kindergarten.

### MAJOR IMPROVEMENT STRATEGY #3

**Provide parent education workshops and recruit greater number of more diverse parents and families to provide support for student academic growth**

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will have quarterly grade level education workshops and include a student performance such as reading, reciting math facts, problem solving with parents.	The principal will schedule workshops with teachers and do robo calls, newsletter and personal invitations to encourage attendance.	Scheduled on master calendar.
Teachers will call 5-10 parents for all school events and personally make them feel welcomed.	The principal will allow teachers time to make phone calls.	Prep, grade level planning and PLC schedules.
Teachers will call 5-10 parents and inform them of the importance of regular school attendance and arrival.	The principal will ensure the attendance clerk regularly calls families of absent parents.	Prep, grade level planning and PLC schedules.
Teachers will know which families need translators and inform principal to make translator arrangements.	The principal and secretary will make arrangements for translators for parent education sessions.	Translation services, parents and staff who speak needed languages will also be asked to support with language translation.
TK/Kindergarten Teachers will attend welcome events and have the classrooms set up for the Kindergarten Orientation.	The principal will send welcome letter and do a robo call to invite and welcome all incoming TK/K families.	Schedule and inform parents as they register and confirm their space at our school.
African Dance and music class will be taught to give students the opportunity to display artistic talents at parent engagement events.	The principal will recruit and hire teacher for African Dance, inform parents and students about the programs.	Schedule space and time for African dance and music. Dance will be schedule in the morning before school to support before school childcare needs.
Teachers will plan field trips that include parent participation so they can be involved in student learning.	Funding will be assigned for field trip buses.	Planning time will be given to teachers to plan field trips for academic enrichment.
Noon supervisor will be trained to support and engage parents when they visit.	Funding for noon supervisors	Schedule for noon supervisors
Noon supervisor will be trained to support and engage parents when they visit.	Funding for noon supervisors	Schedule for noon supervisors

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

### Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

<b>School: Piedmont Avenue Elementary School</b>												
<b>BUDGET ACTIONS &amp; FUNDING: IMPROVEMENT PRIORITY #1 (Literacy)</b>											<a href="#">Click here for the full list of LCAP strategies.</a>	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will plan and schedule personalized learning opportunities using chromebooks daily to better support student groups including GATE, ELL, and Foster Youth.	SBAC English proficiency rate	English Language Learners	TSA for Computer Lab instruction and technical support of the chromebooks and network.	Title I Basic	1119	TSA	C10TSA0044	0.5	\$28,472.00	146-1A	Targeted Approaches	A3.1: Blended Learning
Teachers will assess students and inform them and their parents of students' independent reading level during the first two weeks of school.	Fountas & Pinnell	Low-Income Students								146-1B	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Teachers will attend professional development and learn to implement all components of Balanced Literacy.	SRI	Low-Income Students								146-1C	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Teachers will hold reading and writing workshop lessons at least 4 times a week including mini lessons, independent reading, academic discussions, and small group instruction.	SBAC English proficiency rate	Low-Income Students	Purchase of additional non fiction leveled reading books for grades K-5.	LCFF Supplemental					\$2,500.00	146-1D	Targeted Approaches	A3.2: Reading Intervention
English Language Learners will receive small group instruction to develop their vocabulary, speaking, reading and writing skills.	SBAC English proficiency rate	English Language Learners	TSA for ELD instruction in small groups	LCFF Supplemental		TSA	C10TSA0117		\$54,725.05	146-1E	Targeted Approaches	A3.2: Reading Intervention
Teachers will hold quarterly parent workshop sessions to help parents learn how to support students with reading growth and achievement.	SRI	African American Students	Materials, supplies and books for parent education workshops.	Title I Parent					\$1,422.99	146-1F	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Kindergarten and First Grade English Language Learners and Newcomers will receive small group ELD instruction with the Language for Learning program.	SBAC English proficiency rate	English Language Learners	Part time academic mentor	LCFF Supplemental	2928	Academic Mentor			\$12,801.18	146-1G	Targeted Approaches	A3.2: Reading Intervention
The remaining LCAP Discretionary Funds are to cover benefits for employees.				General Purpose Discretionary					\$26,409.00	146-1H	Targeted Approaches	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)
The remaining LCAP Supplemental Funds are to cover benefits for employees.				LCFF Supplemental					\$26,628.66	146-1I	Targeted Approaches	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)
The remaining Title One Basic funds are to cover benefits for employees.				Title I Basic	3000				\$22,741.63	146-1J	Targeted Approaches	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)
The Technology Lead Teacher will make sure chromebooks and network service is ready for daily student use.	SBAC English proficiency rate	Low-Income Students								146-1K	Extended Learning Time	A3.2: Reading Intervention
Schedule extra minimum days during the first two weeks of school.	Fountas & Pinnell	Low-Income Students								146-1L	Family Engagement	A3.3: Family Engagement focused on Literacy Development

Principal will inform teachers of summer PD about Balanced Literacy. First PD session and scheduled observations will be on BAL lessons.	Fountas & Pinnell	Low-Income Students									146-1M	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
The principal will schedule on going PD on teaching practices for reading workshop.	SBAC English proficiency rate	African American Students									146-1N	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
The After School teachers will attend PD and learn the BAL teaching structures and strategies.	SRI	Low-Income Students	The After School Program	After School Education & Safety (ASES)					\$96,879.17		146-1O	Family Engagement	A3.3: Family Engagement focused on Literacy Development
The principal will help inform parents of parent education workshops and fund teachers to lead the workshops.	Fountas & Pinnell	African American Students									146-1P	Family Engagement	A3.3: Family Engagement focused on Literacy Development
The principal and office staff will inform teachers of the students who need intensive English language development support.	SBAC English proficiency rate	English Language Learners									146-1Q	Targeted Approaches	A4.1: English Learner Reclassification
Schedule will allow time for weekly grade level Professional Learning Communities, teacher planning and cycle of inquiry to inform teachers of student levels.	SBAC English proficiency rate	English Language Learners									146-1R	Teacher PD	A4.4: Teacher Professional Development focused on English Learners
Set instructional minutes and budget to cover for additional minimum days.	Fountas & Pinnell	Foster Youth									146-1S	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers will be strongly encouraged to attend summer PD sessions.	SRI	Low-Income Students									146-1T	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Weekly PD planned by ILT and ELA lead teacher.	SBAC English proficiency rate	Latino Students									146-1U	Teacher PD	A4.4: Teacher Professional Development focused on English Learners
BAL PD will be before school starts to allow attendance of after school teachers.	Fountas & Pinnell	African American Students									146-1V	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Supplies, materials and books will be purchased to support parent education sessions.	Fountas & Pinnell	African American Students									146-1W	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Schedules will be created for the K-1 and newcomer ELD pull out program.											146-1X	Extended Learning Time	A4.1: English Learner Reclassification

<b>BUDGET ACTIONS &amp; FUNDING: IMPROVEMENT PRIORITY #2 (Mathematics/STEM Proficiency)</b>												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will increase the number of minutes that they teach hands on FOSS science lessons by 50 minutes	SBAC English proficiency rate	Low-Income Students								146-2A	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers will use formative assessments weekly and have ongoing cycle of inquiry to plan reteach lessons for mastery.	SBAC Math proficiency rate	Low-Income Students	Substitute teachers will release classroom teacher for testing and planning.	General Purpose Discretionary					\$2,500.00	146-2B	Teacher PD	A2.8: Data & Assessment



Teachers will have students keep math journals.	SBAC Math proficiency rate	Low-Income Students	Purchase journals and other supplies	LCFF Supplemental					\$11,148.25	146-2C	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers will have students keep notes in science journals.	SBAC English proficiency rate	Low-Income Students	Purchase journals and other science books.	Title I Basic	4200				\$2,888.96	146-2D	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Teachers will use FOSS kits and other science materials for hands on science instruction and family science events.	Parent academic workshops rate	English Language Learners	Purchase of science supplies	Title I Basic	4310				\$2,888.95	146-2E	Family Engagement	A2.3: Standards-Aligned Learning Materials
Teaches will use blended learning strategies for personal learning and differentiated instruction to meet the needs of GATE students	SBAC English proficiency rate	African American Students								146-2F	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
The principal, science lead teacher and ILT will plan PD on FOSS Science.	SBAC English proficiency rate	English Language Learners								146-2G	Teacher PD	A2.1: Implementation of CCSS & NGSS
The principal will schedule planning and additional assessment sessions.	SBAC Math proficiency rate	English Language Learners								146-2H	Teacher PD	A2.1: Implementation of CCSS & NGSS
Training for math notebooking will be given to teachers.	SBAC Math proficiency rate	Low-Income Students								146-2I	Teacher PD	A2.1: Implementation of CCSS & NGSS
Grant writing for additional chromebook purchase.	SBAC English proficiency rate	Low-Income Students								146-2J	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Training for science notebooking will be given to the teachers.	SBAC English proficiency rate	Low-Income Students								146-2K	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
PLC and planning time will be scheduled for teacher planning.	SBAC English proficiency rate	English Language Learners								146-2L	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Substitutes will be hired to cover teachers while they can assess and have grade level cycles of inquiry.	SBAC English proficiency rate	Low-Income Students								146-2M	Teacher PD	A2.1: Implementation of CCSS & NGSS
Purchase of math journals.	SBAC Math proficiency rate	Low-Income Students								146-2N	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Purchase of science journals.	SBAC English proficiency rate	Low-Income Students								146-2O	Targeted Approaches	A2.3: Standards-Aligned Learning Materials

**BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Parent/Family Engagement)**

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will have quarterly grade level education workshops and include a student performance such as reading, reciting math facts, problem solving with parents.	Parent academic workshops rate	Low-Income Students								146-3A	Teacher PD	A3.3: Family Engagement focused on Literacy
Teachers will call 5-10 parents for all school events and personally make them feel welcomed.	Parent survey participation rate	Foster Youth								146-3B	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers will call 5-10 parents and inform them of the importance of regular school attendance and arrival.	Chronic Absence	Students with Disabilities								146-3C	K Transition	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers will know which families need translators and inform principal to make translator arrangements.	Parent academic workshops rate	English Language Learners								146-3D	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)

TK/Kindergarten Teachers will attend welcome events and have the classrooms set up for the Kindergarten Orientation.	Parent academic workshops rate	Low-Income Students								146-3E	K Transition	A5.1: School Culture & Climate (Safe & Supportive Schools)
African Dance and music class will be taught to give students the opportunity to display artistic talents at parent engagement events.	Parent academic workshops rate	Low-Income Students	African Dance and Music Instructor	LCFF Supplemental	5825				\$8,000.00	146-3F	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers will plan field trips that include parent participation so they can be involved in student learning.	Parent survey participation rate	Low-Income Students	Field Trip	LCFF Supplemental	5826				\$6,000.00	146-3G	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Noon supervisor will be trained to support and engage parents when they visit.	Parent academic workshops rate	African American Students	Noon supervisors	LCFF Supplemental					\$1,097.65	146-3H	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Noon supervisor will be trained to support and engage parents when they visit.	Parent academic workshops rate	Latino Students	Noon supervisors	LCFF Supplemental					\$1,334.10	146-3I	Family Engagement	A6.1: Parent / Guardian Leadership Development
The principal will schedule workshops with teachers and do robo calls, newsletter and personal invitations to encourage attendance.	Parent academic workshops rate	Low-Income Students								146-3J	Family Engagement	A6.4: Parent / Guardian Volunteer Support
The principal will allow teachers time to make phone calls.	Parent survey participation rate	Foster Youth								146-3K	Family Engagement	A6.5: Academic Parent-Teacher Communication & Workshops
The principal will ensure the attendance clerk regularly calls families of absent parents.	Chronic Absence	Students with Disabilities								146-3L	Family Engagement	A5.2: Health and Wellness (Mental & Physical Health)
The principal and secretary will make arrangements for translators for parent education sessions.	SBAC English proficiency rate	Latino Students								146-3M	Family Engagement	A6.4: Parent / Guardian Volunteer Support
The principal will send welcome letter and do a robo call to invite and welcome all incoming TK/K families.	Parent academic workshops rate	Low-Income Students								146-3N	K Transition	A6.4: Parent / Guardian Volunteer Support
The principal will recruit and hire teacher for African Dance, inform parents and students about the programs.	Parent academic workshops rate	African American Students								146-3O	Family Engagement	A6.4: Parent / Guardian Volunteer Support
Funding will be assigned for field trip buses.	Parent survey participation rate	Low-Income Students								146-3P	Extended Learning Time	A5.1: School Culture & Climate (Safe & Supportive Schools)
Funding for noon supervisors										146-3Q	Targeted Approaches	
Funding for noon supervisors										146-3R	Targeted Approaches	
Scheduled on master calendar.	Parent survey participation rate	Low-Income Students								146-3S	Targeted Approaches	A2.9: Targeted School Improvement Support
Prep, grade level planning and PLC schedules.	Parent survey participation rate	Foster Youth								146-3T	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Prep, grade level planning and PLC schedules.	Chronic Absence	Students with Disabilities								146-3U	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Translation services, parents and staff who speak needed languages will also be asked to support with language translation.	SBAC English proficiency rate	Latino Students								146-3V	Family Engagement	A6.4: Parent / Guardian Volunteer Support
Schedule and inform parents as they register and confirm their space at our school.	Parent academic workshops rate	Low-Income Students								146-3W	Targeted Approaches	A2.9: Targeted School Improvement Support

Schedule space and time for African dance and music. Dance will be schedule in the morning before school to support before school childcare needs.										146-3X	Extended Learning Time	A5.1: School Culture & Climate (Safe & Supportive Schools)
Planning time will be given to teachers to plan field trips for academic enrichment.										146-3Y	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Schedule for noon supervisors										146-3Z	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Schedule for noon supervisors										146-3AA	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)



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## Elementary School Compact

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

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

### Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

\_\_\_\_\_  
Student signature

### Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Parent/Guardian or Family member signature



## Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

\_\_\_\_\_  
Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

## Title I School Parental Involvement Policy 2014-15

**Piedmont Avenue has developed a written Title I parental involvement policy with input from Title I parents. (Describe how the school developed the policy with parent input.) It has distributed the policy to parents of Title I students. (Describe how the school distributes the policy.) The policy describes the means for carrying out the following Title I parental involvement requirements.**

### **Involvement of Parents in the Title I Program**

*Piedmont Avenue Elementary* agrees to implement the following statutory requirements:

1. Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan. Parent are invited to meetings to discuss the needs of students and families and make decisions through the School Site Council monthly meetings.
2. Offer a flexible number of meetings for parents.
  - SSC Meetings are held every 2<sup>nd</sup> Tuesday of each month at 5:00pm,
  - the PTA directly follows the SSC meeting the 2<sup>nd</sup> Tuesday of each month at 6:00pm. Child care and dinner are provided.
  - Parents are also invited to attend the "Morning After" meeting at 9:00am Wednesday morning.
  - All parents and guardians are invited to schedule appointments with the principal as needed.
3. Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
  - Monthly SSC Meetings
4. Provides parents of Title I students with timely information about Title I programs.
  - Announcements of meetings will be posted at least 72 in advance
  - Minutes of the meetings will be made available
  - School Messenger Phone Calls
  - Principal Newsletters
  - PAES Blog
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  - SSC meetings
  - Data Conferences
  - Parent /Teacher Conferencs
  - SST Meetings
  - Principal and Teacher Newsletters
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - SSC Meetings
  - Parent/Principal conferences

## **Building Parent Capacity for Involvement**

*Piedmont Avenue Elementary* engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress
- Parent Education Sessions at all PTA Meetings, teacher led parent sessions for supporting students with learning how to read, parent conferences.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement such as Family Reading Nights, Science Fun Nights, Parent Education Sessions
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners during PD sessions led by principal and district representatives
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children through newsletters, phone calls and monthly meetings.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand with translated versions of announcements and phone calls.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents checking for understanding, answering questions and translation services.

## **Accessibility**

7. Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing

information and school reports in a form and language parents understand and providing translation services as needed.

### Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

Title One Meeting, Monthly SSC Meeting, Month PTA Meeting and School Events

This policy was adopted by the Piedmont Avenue School Site Council on 09/09/14 and will be in effect for the period of the 2014-15 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 09/17/14. It will be made available to the local community on or before 09/17/14. The Piedmont Avenue 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(principal's signature)

  
\_\_\_\_\_  
(date)



## School Site Council Membership Roster – Elementary

School Name: Piedmont Ave

School Year: 2014-15

Chairperson: <i>Chansell Evans-Green</i>	Vice Chairperson: <i>Emily Rasmussen</i>
Secretary: <i>Asmeret Abreha<sup>co</sup> / Zarina Ahmad</i>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
<i>Eleanor Lewis</i>		X		
<i>Chansell Evans-Green</i>		X		
<i>Amy Ortega</i>				X
<i>Zarina Ahmad</i>	X			
<i>Emily Rasmussen</i>		X		
<i>Linda Stevenson</i>			X	
<i>Asmeret Abreha</i>				X
<i>Dishad Mashor</i>				X
<i>Coriander Melious</i>				X
<i>Fanaye Teffera</i>				X

Meeting Schedule (day/month/time)	<i>Tuesday (2<sup>nd</sup> of month) 3<sup>00</sup> pm</i>
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**SSC Legal Requirements: (Ed. Code 52852)**

- 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;
- 4 Parent/community members cannot be OUSD employees at the site.

1-Principal  
 3-Classroom Teachers  
 1-Other Staff  
**And**  
 5-Parent /Community

(Once filled, this document can be placed on your school site's letterhead)

\*Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.