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Introduction Date	6/26/19
Enactment Number	19-1163
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School



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

Legislative File Id. No. 19-1316
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Piedmont Avenue Elementary School
CDS Code: 1612596002117
Principal: Zarina Ahmad
Date of this revision: 5/14/2019

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

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

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

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 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 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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: 5/14/2019

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

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

Signatures:

Zarina Ahmad

Principal

Zarina Ahmad
Signature

5/14/2019
Date

Roxana Miles

SSC Chairperson

Roxana Miles
Signature

5/14/2019
Date

Janeisha Martin
Network Superintendent

Janeisha Martin
Signature

5/25/19
Date

MURPHY STIS
Officer, State and Federal Programs

MURPHY STIS
Signature

5/23/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/9/2019	SSC and SELLS	Establishment meetings for membership, officers and review of school site plan.
10/16/2019	ILT	Review initial student data to align PD practices, student needs and budget purchases.
11//4/19	PBIS Team	Data analysis of attendance, school culture practices with PBIS,MOSAIC principles; trimester awards and incentives.
1/13/2020	SSC and ILT	Begin planning educational focus and budget strategies for 2020-21.
2/17/2020	ILT, PTA,	Review mid year data, plan Cycle 4 focus and prepare for SBAC assessments including parent education sessions.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$72,949.85
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	\$435,843.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$71,574.35	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$39,312.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,375.50	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$197,983.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$72,949.85	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$342,843.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$415,792.85
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Piedmont Avenue Elementary School

School ID: 146

School Description

At Piedmont Avenue Elementary, we inspire children to love learning as we promote a college going culture by naming each classroom after a college. We emphasize student engagement in every classroom with high academic expectations and a rigorous curriculum based on the Common Core Standards. We are a Blending Learning Community focused on personalized learning with use of technology daily. We also offer leveled classroom libraries, academic group discussions, FOSS Science; and data-driven acceleration lessons as well as enrichment activities such as our computer lab, sports, gardening, vocal music, instrumental music, library, and African Dance. Above all, we promote collaboration, equity, and cultural competence. We see our cultural diversity as an asset and we celebrate our love and respect for each other with ongoing multicultural activities. As a Full-Service Community School, we have the Piedmont Avenue Branch of the Oakland Public Library and we offer counseling services from the Ann Martin Wellness Center on our site. Our family partnerships involve parents in the classrooms, and parents are also active on our PTA, SSC, and Dad's Club. We have community partnerships with Experience Corps, Faith Network, the Oakland Worship Center, Oakland Technical High School Tutors, CAL Tech Girls and the YMCA East Bay. Our school colors are Red, Black and White as we show Piedmont Avenue Panther Pride! Go Panthers!

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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

Based on the ELA IAB, 49.6% of all students in grades 3-5 scored above or near grade level.

A school wide focus on writing in all grade levels was a strength for student learning.

Based on the ELA IAB, 63.2% of 5th students scored above or near grade level.

The 5th grade teacher was an ITL last school year and increased her knowledge of ELA instructional strategies.

Most students in grades 3-5 use google classroom for writing assignments daily.	Professional developmnet focused on writing strategies such as citing evidence, adding supporting details, and elaborating.
Students are increasing the quanity and quality of writing by adding more elaborate details.	Teachers were taught the importance of tracking conferring sessions with students.
2nd grade teachers are challenging the students with more creative writing to prepare them for	Teachers planned more writing lessons that focused on quantity and quality with writer's workshop scheduled daily.
Priority Challenges	Root Causes of Challenges
Chronic absences continue to be a challenge. Based on the Weekly Engagement reports, 15%-18% of our students are chronically absent	Many families commute to school and list traffic as their reason for being tardy.
Low performing African American students were the largest group performing below grade level on LEA SBAC.	Students that are low performing are not receiving consistent small group instruction in upper grades.
English Language Learners showed low level of growth.	The EL students were not pulled for intervention consistenly.
SBAC Math scores increased by 7% but 72% of students below.	Teachers' understanding of the Math Expressions curriculum was limited.
SRI scores decreased from some high performing students.	High performing students need more challenging lessons.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	All African American families and students will feel engaged in school and reduce chronic absences for African American students to 10 %.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	71.37%	81.40%	90.00%
Suspensions	African-American Students	-2pp	0.51%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	7.84%	13.00%	10.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	All students will show continuous academic growth in ELA and decrease the DF3 by -10.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target

ELA SBAC	All Students	+15 points DF3	-58.1	-43.8	33.8
ELA SBAC	Students with Disabilities	+20 points DF3	-109.1	-99.1	89.1
ELA SBAC	English Learners	+20 points DF3	-86.4	-76.4	66.4
<i>District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)</i>					
School Goal:	All students will show continuous growth in math and improve DF3 by -10.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-70.3	-50.3	-40.3
Math SBAC	Students with Disabilities	+20 points DF3	-131.2	-111.2	-101.3
Math SBAC	African-American Students	+20 points DF3	-73.4	-53.4	-43.4
<i>District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)</i>					
School Goal:	All English Learner students will improve English fluency by 5%.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	17.65%	19.00%	24.00%
LTEL Reclassification	Long-Term English Learners	25%	33.33%	36.00%	39.00%
<i>District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)</i>					
School Goal:	Students in grades 2-5 will show growth on SRI by a year growth.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	29.16%	36.00%	41%%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	32.64%	27.60%	32%%
K at or above Benchmark	All Kindergarten Students	+5pp	61.19%	66.19%	71%%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	42.86%	47.86%	52%%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

Piedmont Avenue Elementary
School: School

SPSA Year Reviewed: 2018-19

SPSA Link: [18-19 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority: Rigorous Academics in ELA

June 2021 Language & Literacy Goal: 60% of students in grades 3-5 will read at grade level as measured by SRI.

Theory of Action for Language & Literacy: If teachers develop a deep understanding of the common core writing standards, ensure writing is an integral part of all content areas, receive consistent coaching, support and feedback, then there will be an increase of the number of (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) students performing proficient on On Demand Writing and SBAC.

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SRI	Low-Income Students	46.0%	38.40%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Students were assessed using the SRI monthly to set monthly data goals and track progress.

What evidence do you see that your practices are effective?

Goal setting was effective in most classes as the students posted their scores on data charts and set growth goals. The classes were teachers had students focus on goal setting and set up data walls made more growth than those that did not.

What are some possible implications for your 2019-20 SPSA?

We will ensure all teachers learn the importance of setting up data walls, set goals, to track monthly SRI achievement.

18-19 Standards-Based Instruction Priority: Rigorous Academics in Mathematics

June 2021 Standards-Based Instruction Goal: 50% of students in grades 3-5 will perform at grade level in math on the SBAC.

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

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	African American Students	-76.3	-53

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The use of Swun Math was the implementation for 2018-19 for math growth. We needed a clear focused approach that teachers could understand and effectively teach to students.

What evidence do you see that your practices are effective?

Teachers found the Swun curriculum organized with clarity of lesson designs for student understanding of math concepts.

What are some possible implications for your 2019-20 SPSA?

We will continue to implement Swun math for 2019-20. We will also purchase the homework books.

18-19 Conditions for Student & Adult Learning Priority: Attendance

June 2021 Conditions for Student & Adult Learning Goal: 97% of students will attend school regularly and on time.

Theory of Action for Conditions for Student & Adult Learning: If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Attendance Rate	Students with Disabilities	94.6%	94.80%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

To improve attendance, 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. We shared data and discussed improvement strategies. In addition, our attendance clerk 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.

What evidence do you see that your practices are effective?

The practices have made slight improvements. The majority of our students with chronic absences continued to be chronically absent.

What are some possible implications for your 2019-20 SPSA?

In 2019-20, additional practices must be implemented such as monthly awards for perfect attendance, more SART meetings and referrals to SARB.

18-19 Conditions for English Language Learners Priority: Personalized Learning

June 2021 Conditions for English Language Learners Goal:	80% of students will use technology in classrooms to work on personal learning goals in Reading, Writing and Math.		
Theory of Action for Conditions for English Language Learners:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	15.0%	17.60%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We provided specific ELD instruction to our students based on ELPAC data. The pull out program was daily with goals set for each students. Students were engaged in daily academic discussions and teachers were taught to use ELD strategies such as visuals, prompts, sentence starters, wait time and circling back to students if they pass when called on.			
What evidence do you see that your practices are effective?			
Growth was made however, more growth can be made if the program begins immediately at the start of the school year. Additional PD sessions for teachers and observation and feedback given prioritizing ELD strategies in all classrooms.			
What are some possible implications for your 2019-20 SPSA?			
In 2019-20, we will continue to have the TSA pull lower level EL students to implement the ELD program. In addition, more PD will be given to train teachers about strategies to use in the classroom for EL improvement.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
The SPSA proposed budget for 2018-19 and 2019-20 are estimated to be about the same. There are not significant differences.			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Piedmont Avenue Elementary School

School ID: 146

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Attendance
School Theory of Action:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related School Goal(s):	All African American families and students will feel engaged in school and reduce chronic absences for African American students to 10 %.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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1-1	<p>T4: 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 Reading Partners and/or After School Program. We will also provide mental services through the Ann Martin Wellness Center 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.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops "O4: Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans "</p>	<p>Student will attend school regularly and arrive to school on time</p>
1-2	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities. Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community "O5: Network Leadership strengthens and monitors principal knowledge around effective professional learning practices and ensures time is devoted to evidence based collaborative learning. "</p>	<p>Student will attend school regularly and arrive to school on time</p>

1-3	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will assist with attendance data and encouraging students and families to arrive to school on time
1-4	T8: 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.	O8: Network Leadership monitors scheduling and effectiveness of school community engagement	School wide attendance competitions that increase student attendance.
1-5	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	Low performing students show academic growth.

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Rigorous Academics in Mathematics		
School Theory of Action:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC		
Related School Goal(s):	All students will show continuous growth in math and improve DF3 by -10.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

2-1	<p>T1: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p> <p>(e.g. learning walks, gallery walks, videos, book study)</p> <p>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.</p>	<p>L1: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. O1: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices</p>	<p>Professional development feedback, observations of student engagement in learning, student data, progress and growth.</p>
2-2	<p>T2: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p> <p>Teachers will use Math Centers to differentiate math instruction, with a focus on GATE students.</p>	<p>L2: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.</p> <p>"O2: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST) "</p>	<p>Student growth; Reteach lessons; Small group rotation as observed in classrooms,</p>

2-3	<p>T3: 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.</p>	<p>L3: Principal and Leadership team will provide professional development in goals setting and provide time professional learning community time for teachers to review student goals and progress during each cycle. O3: Network Leadership monitors scheduling and effectiveness of school community engagement</p>	<p>Evidence of goal setting, conferring trackers, student progress.</p>
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District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Rigorous Academics in ELA
School Theory of Action:	If teachers develop a deep understanding of the common core writing standards, ensure writing is an integral part of all content areas, receive consistent coaching, support and feedback, then there will be an increase of the number of (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) students performing proficient on On Demand Writing and SBAC.
Related School Goal(s):	All students will show continuous academic growth in ELA and decrease the DF3 by -10. Students in grades 2-5 will show growth on SRI by a year growth.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	<p>T1: 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.</p>	<p>L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning O1: Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.</p>	<p>Effective Teaching practices observed weekly. Student growth on academic assessments.</p>

3-2	<p>T2: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p> <p>Teachers will hold a TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten</p>	<p>L2: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p> <p>O2: Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans</p>	<p>Family engagement events well attended; student nightly homework and reading logs completed; students engaged in reading books, and softward programs outside of classroom.</p>
3-3	<p>T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. The school will partner with community organizationsto provide additional reading support to students who are loww performing that come from low-income families. .</p>	<p>L3: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. O3: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices. Parent education sessions will be given to give low income families strategies to support reading growth in the home.</p>	<p>Teachers implement learning from professional development in their classroom practice by providing rigorous high quality instruction and small group differentiated instruction to help students meet their personal learning goals.</p>
3-4	<p>T4: 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.</p>	<p>L4: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students O4: Network Leadership monitors scheduling and effectiveness of school community engagement</p>	<p>Evidence of goal setting, growth charts, conferring schedules, behavior monitoring charts.</p>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	Personalized Learning

School Theory of Action:		If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.	
Related School Goal(s):		All English Learner students will improve English fluency by 5%.	
Students to be Served by these Practices		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	T1: 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 us of the RAZ Kids and the Lexia Online reading programs.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning focused on the data of EL focal students.	O1: Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.
4-2	T2: 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.	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	O2: Network Leadership strengthens, models and monitors the knowledge and skills of principals and leadership teams regarding evidence based differentiation practices and teacher feedback
4-3	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	O3: Network Leadership builds capacity of principals to lead cycles of inquiry; monitors execution of data-driven instruction, and disseminates proven practices across network schools

4-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>O4: Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans</p>
4-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>O5: Network Leadership strengthens and monitors principal knowledge around effective professional learning practices and ensures time is devoted to evidence based collaborative learning.</p>
4-6	<p>T6: 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)</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>O6: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices</p>
4-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>O7: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST)</p>
4-8	<p>T8: 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.</p>		<p>O8: Network Leadership monitors scheduling and effectiveness of school community engagement</p>

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-1
\$7,500.00	General Purpose Discretionary	Copier Purchase	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	146-2
\$3,258.00	General Purpose Discretionary	Additional Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.10	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	146-3
\$7,211.00	General Purpose Discretionary	Additional Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.27	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	146-4
\$1,500.00	General Purpose Discretionary	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		T2: 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	146-5

\$5,236.00	General Purpose Discretionary	Sub Coverage	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a		L7: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	146-6
\$6,607.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	146-7
\$8,000.00	General Purpose Discretionary	African Dance Instructor	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		L7: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	146-8
\$3,540.00	LCFF Supplemental	Technology	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-9
\$5,000.00	LCFF Supplemental	Books- Leveled Classroom Libraries	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-10
\$7,000.00	LCFF Supplemental	Extended Contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-11
\$7,531.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-12

\$18,000.00	LCFF Supplemental	Swun Math	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-13
\$23,043.00	LCFF Supplemental	Software Licences	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-14
\$43,082.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-15
\$44,655.00	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.40	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning O1: Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.	146-16
\$46,182.00	LCFF Supplemental	AAMA Facilitator	Goal 5: Students are engaged in school every day.	5733	Manhood Development Program, AAMA Facilitator		n/a	0.50	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	146-17
\$20,000.00	Measure G	Technology	Goal 2: Students are proficient in state academic standards.		n/a		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-18
\$405.25	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	146-19

\$9,165.00	Title I: Basic	Field Trip Buses	Goal 2: Students are proficient in state academic standards.	5826	External Work Order Services		n/a		T2: 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	146-20
\$62,003.75	Title I: Basic	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.60	L1: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. O1: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices	146-21
\$1,376.00	Title I: Parent Participation	Presentations	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		T2: 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	146-22

**STATE AND FEDERAL
PROGRAMS**

Title I School Parental Involvement Policy 2018-19

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of 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:

- 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. (In the box below, briefly describe or bullet how this happens at your school.)**

The Annual Title One Meeting will be held in the auditorium and information will be shared via a Power Point and handouts. Translation in Spanish will be available.

- Offer a flexible number of meetings for parents.**

(In the box below, briefly describe or bullet how this happens at your school.)

All parents will be invited, welcomed and informed of school meetings such as the Title One Meeting, monthly PTA and SSC meetings. Parents will also be contacted to schedule parent teacher conferences at their convenience.

Parents will also be made aware that they can contact the school secretary to schedule a meeting with the principal.

➤ **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. (In the box below, briefly describe or bullet how this happens at your school.)**

All parents of Title I students will receive monthly notices at the beginning of each month about meetings to discuss the Title I programs in addition to any issues or issues and concerns,

1000 Broadway, Suite 450, Oakland, CA 94607 510.879.8497 fax

**STATE AND FEDERAL
PROGRAMS**

➤ **Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)**

- **Distribute Monthly Newsletters with important dates, times of school events**
- **School Messenger Robo Phone Calls, Emails, SMS regularly with translated versions**
-

➤ Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. (In the box below, briefly describe or bullet how this happens at your school.)

- Provide parents with the a copy of the student learning goals for their child's grade level.
- Provide parents with a curriculum overview and answer questions to check for parent understanding
- Hold parent conferences to review report cards and assessment data

➤ Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. (In the box below, briefly describe or bullet how this happens at your school.)

- Parents will be given the opportunity to meet with teacher, principal and support staff when requested.
- Parent conferences will be held each trimester

School-Parent Compact

Piedmont Avenue Elementary has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

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**STATE AND FEDERAL
PROGRAMS**

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

(In the box below, briefly describe or bullet how this happens at your school.)

- **Provide parents with the a copy of the student learning goals for their child's grade level.**
- **Hold parent conferences to review report cards**
- **Demonstrate and help parents get set up on classroom communication services such as Class Dojo, School Messenger or emails to receive communication about their child's progress**

➤ Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. (In the box below, briefly describe or bullet how this happens at your school.)

- Provide Parent Education Sessions on reading and math led by staff to support parents on how to monitor homework, engage students in reading comprehension questions and math.
- Provide parent engagement activities such as Family Reading Nights, Engineering Extravaganza, Science Family Fun and Math Night.
- Parent Education session with PTA on effective parenting skills.
-

➤ Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. (In the box below, briefly describe or bullet how this happens at your school.)

- Professional development led by principal and district representatives about valuing parents as partners, cultural responsive practices and effective parent communication.
- Professional development on parent communication systems such as Class Dojo, Classroom Messenger and more.
-
-

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**STATE AND FEDERAL
PROGRAMS**

➤ 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. (In the box below, briefly describe or bullet how this happens at your schools.)

- Parent Education sessions about the importance of attendance.
- Family Reading Night, Math Night and Science Night in conjunction with the Lights on After School Program.

➤ 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. (In the box below, briefly describe or bullet how this happens at your school.)

- Distribute Monthly Newsletters with important dates, times of school events
- School Messenger Robo Phone Calls, Emails, SMS regularly with translated versions

➤ Provides support, during regularly meetings, for parental activities requested by Title I Program parents. (In the box below, briefly describe or bullet how this happens at your school.)

- Provide opportunity for parents to ask questions, check for understanding and individual or small group conferences.
- Translation services provided

Accessibility

Adoption

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

This policy was adopted by the Piedmont Avenue School Site Council on December 11, 2018 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local

community.

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)

Jeanne Smith
December 11, 2018

(Date)

Revised 9/13/2018

1000 Broadway, Suite 450, Oakland, CA 94607 510.879.8497 fax

Piedmont Avenue Elementary School Compact

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 29th day of August, 2018.



2018-2019
School Site Council Membership Roster – Elementary

School Name: Piedmont Avenue Elementary School

Chairperson : Roxana Miles
Vice Chairperson: Connie Terrell
Secretary: Christen Soares

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Zarina Ahmad	X			
Roxana Miles		X		
Kristen McCormack		X		
Kristi Hertel		X		
Connie Terrell			X	
Christen Soares				X
Arlecia Durades				X
Jack Nagel				X
*Geneva Nicherie				X
Zerita Sharp				X

Meeting Schedule (day/month/time)	Tuesday, December 11, 2018, 5pm (Every 2nd Tuesday of each Month, 5pm)
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SSC Legal Requirements: (Ed. Code 52852)

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

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