

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

Legislative File ID No: 18-1336
Introduction Date: 6/27/18
Enactment No.: 18-1138
Enactment Date: 6/27/18 er

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 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 Single Plan for Student Achievement (SPSA).

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

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School.

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

2018-2019 Single Plan for Student Achievement (SPSA)

School: Piedmont Avenue Elementary School
CDS Code: 1612596002117
Principal: Zarina Ahmad
Date of this revision: 4/20/2018

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 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 District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single 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 checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <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 | <input type="checkbox"/> School Improvement Grant (SIG) |

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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: 5/8/18

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

<u>Zarina Ahmad</u> Zarina Ahmad, School Principal	<u>[Signature]</u> Signature	<u>5/15/18</u> Date
<u>Roxana Miles</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/15/18</u> Date
<u>LaResha Martin</u> LaResha Martin, Network Superintendent	<u>[Signature]</u> Signature	<u>5.17.18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5/24/18</u> Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/5/2018	Title One Families	Title One/Back to School Night. Share school data, academic, attendance and SEL focus for the year.
9/11/2018	SSC, SELLS, PTA	Share site plan, review academic, attendance and SEL focus for the school year.
10/24/2018	Students Grades TK-3	Family Reading Night - Families hear stories, receive free books. Parents learn how to support students' reading growth.
11//13/2018	Students Grades TK-5	All teachers will hold Parent Conference to review students grades for first trimester, set goals.
1/17/2018-1/18/2018	Teachers, ILT	Peer Observations-Teachers observe each other to learn best practice, support and give feedback.
1/30/2018	Title One Families	Family Math Night - Families engage in math activites; Parents learn how to support students with math progress.
3/13/18	SSC	Held the month SSC Meeting to review the academic focus for the 2018 -19 school year.
4/10/18	SSC	Held the month SSC Meeting to review the academic including family engagements and other items to calendar for the upcoming focus for the 2018 -19 school year.
5/8/18	SSC	Reviewed the final SPSA and voted to approve the plan .

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$57,925.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$182,672.25	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$346,115.94	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$57,862.49	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,423.08	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$59,285.57	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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.

Family & Student Engagement

Parents participated in Back to School Night, Family Science Night and "Working Parenting" Workshops. Parents also enjoy coming to school events that involve student performances such as the Winter Holiday Concert, African American History Celebration, African Dance Performances and school dances. Parents also attend Back to School Night and about 80% attend teacher/parent conferences. Although the parent participation level for the performances is about 80%, only 20% of the parents participated in the parent education workshops. Parent Avenue is a working class community. Over 50% of students are in the after school program and get picked up at 6pm. Many parents say they need to go home after that time and do not stay for evening events. However, many parents have expressed that they do not understand Common Core and Math Expression math strategies and struggle supporting students with homework. More sessions will be planned for next year. There needs to be shared understanding about changes to the curriculum and more information given to parents on how to support their children.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	BAL is used in most classrooms. All classrooms have leveled libraries. Based on the data, 13% of all students in grades 3-5 scored proficient or advanced in ELA on the SBAC for 2016-17 school year. During 2017-18 we focused on increasing reading skills by having students set monthly SRI goals and tracking their goals. On the mid year SRI 38% of students were reading at or above grade level. Based on the mid year F&P scored 58% of students scored at grade level.	An area of growth is to improve questioning techniques by grades 3-5. As a result there are several challenges in the data results as shown on the SBAC data. 87% of all students in grades 3-5 scored below grade level on the SBAC in ELA. The ELA score declined by 11% overall. African American students were the lowest performing ethnic group with 7% of students at grade level. This was a 13% decline for African Americans. On the SRI 38% of students were at grade level. This was a decline of 9%. Latinon students were the lowest performing group with 29% proficient at decrease of 22%.	A root cause for low performance is that we have 6/13 new teachers who have not been trained with Lucy Caulkins and the components BAL. Leadership needs to provide more differentiated professional development in the area of PLC to support new teachers and staff. The staff member that was hired as a TSA to support new teachers had to go back into the classroom as a teacher to replace who teacher who left. Another root causes for low performance in all areas is that several of the lowest performing students have chronic absences and late arrival and miss reading instrucion. Classroom and behavior management issues have interupted learning in some classes were teachers have struccgled with their students. English Language development was not a schoolwide focus which may have led to the number of Latino students reading multiple years below grade level.

<p style="text-align: center;">STANDARDS-BASED INSTRUCTION <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</i></p>	<p>The District Math Curriculum and Math Expression is used in all classes. All classes use ST math and the teachers have received training on all math programs. 15% of students in grades 3-5 scored at or above grade level on the SBAC. Latino students were the lowest performing group with 11% scoring at grade level.</p>	<p>Weak questioning techniques were asked during math lessons by some teachers. Open questions that ask students to explain their thinking and pushing them to solve problems using multiple strategies is needed. On the Fall SMI, 27.5% of students in grades 2-5 score 3 years below grade level; 37.3 of students in grades 2-5 score 2 years below grade level; 20.9 of students in grades 2-5 scored 1 year below grade level.</p>	<p>A root cause for low performance is that we have 6/13 new teachers who are still learning the math curriculum and developing effective teaching strategies. Teachers need to improve questioning strategies. Leadership needs to provide more differentiated professional development in the area of PLC to support new teachers and staff. New teachers need more support. Peer observations that were scheduled during three periods of the school year did not happen as planned because no substitute teachers reported to the school.</p> <p>Another root cause for low performance in all areas is that several of the lowest performing students have chronic absences and late arrival and miss reading instruction. Classroom and behavior management issues have interrupted learning in some classes where teachers have struggled with their students. English Language development was not a schoolwide focus which may have led to the number of Latino students reading multiple years below grade level.</p>
<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>94% of students attend school regularly. 13.2% of low income students are chronically absent. This is a decrease of 4.6% from last year. 21% of students with disabilities are chronically absent which is a 2.1% decrease from last year.</p>	<p>6% of students are absent monthly. 14% of students in grades TK-5 are chronically absent. 21.9% of students in TK-5 grades with disabilities are chronically absent.</p>	<p>The root cause for chronic absences are related to poor communication around the importance of daily attendance and how to access resources to support our highest needs students. According to some parents/guardians, students are absent from when it is raining heavily or extreme cold if families walk or catch the public bus. Families did not have coats for their children. Families who commute to school also have lower attendance in inclement weather. There were also absences due to illness and parents did not call or send notes to excuse the absences.</p>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)	Our SELLS Needs Assessment reports our ELs performed 4% higher than the previous year in math on the SBAC.	Our SELLS Needs Assessment challenges show that 0% of English Learners scored at grade level on the SBAC in ELA.	Our SELLS Needs Assessment root cause show that our English Learners need support with writing skills in addition to reading skills. More sentence frames, vocabulary development, academic discussions need to be used daily as strategies to improve skills. Also the the students need to learn how to use technology and keyboarding skills in order to be successful on the SBAC.
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Piedmont Avenue Elementary School

School ID: 146

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Rigorous Academics in ELA	60% of students in grades 3-5 will read at grade level as measured by SRI.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	Low-Income Students	41.00%	46.00%	51.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments				
Theory of Action for Language & Literacy Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	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.	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.		Effective Teaching practices observed weekly. Student growth on academic assessments.	

1-2	<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 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 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 software programs outside of classroom.</p>
1-3	<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 organizations to provide additional reading support to students who are low 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>
1-4	<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>

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Rigorous Academics in Mathematics	50% of students in grades 3-5 will perform at grade level in math on the SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	African American Students	-86.3	-76.3	-66.3
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				
Theory of Action for Standards-Based Instruction Priority:	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				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		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	T2: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Teachers will use Math Centers to differentiate math instruction, with a focus on GATE students.	L2: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community. "O2: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST) "	Student growth; Reteach lessons; Small group rotation as observed in classrooms,
2-3	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.	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	Evidence of goal setting, conferring trackers, student progress.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Attendance	97% of students will attend school regularly and on time.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Attendance Rate	Students with Disabilities	94.1%	94.6%	95.1%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				
Theory of Action for Conditions for Student & Adult Learning Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	

3-1	<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>
3-2	<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>

3-3	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
3-4	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.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Personalized Learning	80% of students will use technology in classrooms to work on personal learning goals in Reading, Writing and Math.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	12.0%	15.0%	18.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor LPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				
Theory of Action for English Language Learners Priority:	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.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	<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. 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.</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 focused on the data of EL focal students.</p>	<p>O1: Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.</p>
4-2	<p>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.</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>O2: Network Leadership strengthens, models and monitors the knowledge and skills of principals and leadership teams regarding evidence based differentiation practices and teacher feedback</p>
4-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>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</p>	<p>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</p>
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 2018-19 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Personalized Learning	A1.6 After School Programs	5825				146-1
\$10,742.94	General Purpose Discretionary	Supplies	Rigorous Academics in ELA	A2.3 Standards-Aligned Learning Materials	4310				146-2
\$1,500.00	General Purpose Discretionary	Refreshments	Attendance	A3.3 Family Engagement focused on Literacy Development	4311				146-3
\$5,000.00	General Purpose Discretionary	Office equipment	Rigorous Academics in ELA	A2.3 Standards-Aligned Learning Materials	4410				146-4
\$6,000.00	General Purpose Discretionary	Maintenance agreement	Rigorous Academics in ELA	A2.3 Standards-Aligned Learning Materials	5610				146-5
\$8,000.00	General Purpose Discretionary	Consultant for African dance	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				146-6
\$9,000.00	General Purpose Discretionary	Buses	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	5826				146-7
\$3,157.84	General Purpose Discretionary	Noon Supervisor	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV004 8	0.10	146-8
\$14,524.22	General Purpose Discretionary	Noon Supervisor	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV004 6	0.27	146-9

\$3,715.11	LCFF Supplemental	Extended contracts for teachers to engage in additional planning, ILT meetings, Family Engagement events and after school tutoring.	Rigorous Academics in ELA	A2.4 Teacher Recruitment & Retention	1120				146-10
\$5,000.00	LCFF Supplemental	Books other than textbooks to build leveled book libraries in the classrooms.	Rigorous Academics in ELA	A2.1 Implementation of the CCSS & NGSS	4200				146-11
\$49,909.60	LCFF Supplemental	Surplus (potentially for ITL/TSA funding)	Rigorous Academics in ELA	A2.1 Implementation of the CCSS & NGSS	4399				146-12
\$46,182.00	LCFF Supplemental	African American Male Achievement coordinator	Rigorous Academics in ELA	A2.2 Social Emotional Learning	5733	AAMA Manhood Facilitator	K12TCH2201		146-13
\$10,000.00	LCFF Supplemental	Licensing for Lexia Reading, RAZKids Reading and ST Math	Personalized Learning	A3.1 Blended Learning	5846				146-14
\$15,800.48	LCFF Supplemental	EEIP to provide science instruction to all students in grades TK-5	Rigorous Academics in ELA	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0031	0.15	146-15
\$52,065.06	LCFF Supplemental	TSA: Computer teacher and data tech lead to provide additional prep for PLC; teach computers to all students in grades TK/5 in the iMac lab; support technology in the classrooms with chromebook cards; print data and certificates for achievements for School Culture Assemblies after each district assessment.	Personalized Learning	A3.1 Blended Learning	1119	10 MONTH CLASSROOM TSA	C10TSA0044	0.50	146-16
\$52,065.06	Title I: Basic	TSA: Computer teacher and data tech lead to provide additional prep for PLC; teach computers to all students in grades TK/5 in the iMac lab; support technology in the classrooms with chromebook cards; print data and certificates for achievements for School Culture Assemblies after each district assessment. Provide technology knowledge to low income students.	Personalized Learning	A3.1 Blended Learning	1119	10 MONTH CLASSROOM TSA	C10TSA0044	0.50	146-17

\$5,797.43	Title I: Basic	Surplus	Rigorous Academics in Mathematics	A2.3 Standards-Aligned Learning Materials	4399				146-18
\$1,423.08	Title I: Parent Participation	Assemblies/presentations for parent education	Attendance	A2.2 Social Emotional Learning	5828				146-19

Title I School Parental Involvement Policy 2017-18

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 I 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 I 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 2nd Tuesday of each month at 5:00pm,
 - the PTA directly follows the SSC meeting the 2nd 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 Conferences
 - 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

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

School Responsibilities - Piedmont Avenue Elementary School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

• ELA skills that focus on reading comprehension and fluency. • Math skills including basic facts using commutative property and all content areas. • Science curriculum at all grade levels. • Social studies focusing on multicultural awareness.

2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. The parent conferences will happen in December to give parents the opportunity to meet with each child's teacher privately to discuss student progress. We will have additional minimum days during this time.

3) Provide parents with frequent reports on their children's progress. All classrooms will have an open door policy and parents are invited to come in and see student work. District assessments will be administered throughout the year and the student data will be reflected in the report cards. Report cards will be provided three times a year.

4) Provide parents reasonable access to staff. Parents can request additional conferences with teachers. In addition, each teacher has a weekly conference/preparation period in which can be devoted to parent conferences. 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. All parents are invited to volunteer and participate in class; as chaperones on field trips, at PTA sponsored and all other school wide events.

Parent Responsibilities - We, as parents will support our children's learning in the following ways:

• *Monitoring attendance* • *Make sure homework is completed* • *Monitoring amount of television viewing time* • *Promoting positive use of child's out of school time*

Student Responsibilities - We, as students, will share the responsibility to improve out academic achievement and achieve

the State of California's academic standards. We will:

- *Do my homework every day*
 - *I will read for at least 30 minutes every night*
 - *I will ask for help when needed*

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.

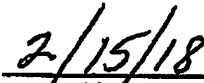
Adoption

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, Monthly PTA Meeting and School Events

This policy was adopted by the Piedmont Avenue School Site Council 02/13/18 and will be in effect for the period of the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 09/06/17. It will be made available to the local community on or before 09/06/17. 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)

Home/Parent - School Compact 2017-18

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

School Responsibilities - Piedmont Avenue Elementary School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

- ELA skills that focus on reading comprehension and fluency.
- Math skills including basic facts using commutative property and all content areas.
- Science curriculum at all grade levels.
- Social studies focusing on multicultural awareness.

2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. The parent conferences will happen in December to give parents the opportunity to meet with each child's teacher privately to discuss student progress. We will have additional minimum days during this time.

3) Provide parents with frequent reports on their children's progress. All classrooms will have an open door policy and parents are invited to come in and see student work. District assessments will be administered throughout the year and the student data will be reflected in the report cards. Report cards will be provided three times a year.

4) Provide parents reasonable access to staff. Parents can request additional conferences with teachers. In addition, each teacher has a weekly conference/preparation period in which can be devoted to parent conferences. 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. All parents are invited to volunteer and participate in class; as chaperones on field trips, at PTA sponsored and all other school wide events.

Parent Responsibilities - We, as parents will support our children's learning in the following ways:

- *Monitoring attendance*
- *Make sure homework is completed*
- *Monitoring amount of television viewing time*
- *Promoting positive use of child's out of school time*

Student Responsibilities - We, as students, will share the responsibility to improve out academic achievement and achieve the State of California's academic standards.

We will:

- *Do my homework every day*
 - *I will read for at least 30 minutes every night*
 - *I will ask for help when needed*

•

Piedmont Avenue 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_____.



2017-2018
School Site Council Membership Roster – Elementary

School Name: Piedmont Avenue

Chairperson : Roxana Miles
Vice Chairperson: Donna Daniels
Secretary: Christen Soares

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Zarina Ahmad	X			
Grevin Lewis		X		
Roxana Miles		X		
Shamika Pratt		X		
Connie Terrell			X	
Brooke Celorio				X
Donna Daniels				X
Jamilaha Forrest				X
Mareme Samb				X
Christen Soares				X

Meeting Schedule
09/12/2017

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