

Board Office Use: Legislative File Info.	
File ID Number	21-2079
Introduction Date	10/13/21
Enactment Number	21-1593
Enactment Date	10/13/2021 CJH



Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA)

Ask of the Board Approval of the 2021-2022 School Plan for Student Achievement (SPSA) for Allendale Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Allendale Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Allendale Elementary School
CDS Code: 1612596001630
Principal: Desirée Miles
Date of this revision: 4/2/2021

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: Desirée Miles	Position: Principal
Address: 3670 Penniman Avenue Oakland, CA 94619	Telephone: 510-535-2812 Email: desiree.miles@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/2/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Allendale Elementary School

Site Number: 101

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" 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"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 and 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: 4/2/2021

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

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

Signatures:

Desiree Miles <i>Principal</i>	<i>Desiree Miles</i> Signature	<u>4/2/2021</u> Date
Matthew Raynor <i>SSC Chairperson</i>	<i>Matthew Raynor</i> Signature	<u>4/2/2021</u> Date
LaResha Martin <i>Network Superintendent</i>	<i>LaResha Martin</i> Signature	<u>6/7/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	<u>6/8/2021</u> Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Allendale Elementary School**Site Number:** 101

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/11/2021	FACU	Shared rationale, focus areas/groups, and overview of site plan.
1/12/2021	SSC	Shared rationale, focus areas/groups, and overview of site plan and convened feedback session on goals and activities to increase student achievement
2/23/2021	ILT	Conducted work session to flesh out teacher, leadership, and organization practices aligned to school goals.
4/2/2021	SSC	Approved current draft of SPSA, budget priority areas, and Title funds.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$123,410.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$641,475.00

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)	\$112,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$21,120.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,010.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$280,500.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$49,500.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,525.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$123,410.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$518,065.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$641,475.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

1A: ABOUT THE SCHOOL**School:** Allendale Elementary School**School ID:** 101**School Description**

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

School Mission and Vision

Allendale Staff believe in the enormous potential of our students. By implementing standards-based, grade-level expectations alongside a community learning model approach to personalized and differentiated learning, we hope to transform teaching and learning from traditional to innovative. We will high academic achievement within each student by:

- Developing caring, responsible students that are respectful, trustworthy and positively contribute to their community.
- Increase the effective use of technology to improve student achievement and to enhance the educational environment
- Work collaboratively with colleagues, students, parents and the community to achieve a shared educational mission.
- Using multiple methods to deliver instruction to students and to develop critical thinking skills
- Taking a whole child approach and utilizing relationships, the arts, wellness, physical fitness, and technology to encourage that each child is healthy, safe, engaged, supported and challenged.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**Focus Area:****Priority Strengths****Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p>Literacy: Last year, we saw some growth with reading levels based on RI scores. In the Fall (SY19.20) 73.5% of 3-5 students were multiple levels below, 12.7% 1 grade level below and only 13.9% on level. This year the reading growth has primarily been in K-1, based on data where testing and assessments have been more consistent. Students(K-1) moved from an average of 60% on grade level in the fall, to 50% on grade level in the spring, with an additional 36% above grade level as measured by Lexia and i-Ready.</p>	<p>We believe that consecutive years of implementing a systematic reading foundational skills curricula and the additional year of teaching experience strengthens the student's familiarity of the "learning to read" process. We attribute this growth to consistent small group instruction, personalized learning, systematic foundational skills instruction, as well as focusing direct explicit instruction on one key standard/lesson focal point at a time. In addition, teachers have become more familiar with literacy curricula(EL) that is standards based, culturally responsive, and demands high levels of student engagement and ownership.</p>
<p><i>Focal Student Supports</i></p>	<p>Climate and Culture: Utilization of a Community Schools Manager(CSM). We intend to continue utilizing a CSM to coordinate, lead, and support initiatives that include but are not limited to traditional (PBIS, COST, SST, Attendance...) developing (AntiRacist/Anti-Black, identity...) and ongoing (inclusion, restorative, culturally responsive, trauma informed).</p>	<p>CSM support has contributed to low student referrals, improvement of coordinating wrap-around services, and an increase in student literacy proficiency levels by improving teaching practices that support socio-emotional/cultural development and growth.</p>

Student/Family Supports

Technology: Evidence Based Devices (Onetabs) were given to our Kindergarten and First grade students. These devices support direct language/literacy development to students without parent/teacher full time support. Some second grade ELL students and non-English speaking students also received a year's use of the onetab device. We have also utilized funds to secure online platforms that support learning development in core subjects.

OneTab lessons build and scaffold independent literacy and math development with daily use. Because up to 6 family members can use the device, siblings/parents can also benefit. We anticipate a growth in language development and acquisition from our most regular users and will track/cross data check with Lexia and i-ready growth targets. Symphony Math is organized into Stages (groups of skills) that focus around a BIG IDEA in number sense. Lexia addresses the development of oral language, reading, spelling, and writing skills. Students learning English will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized instruction.

Staff Supports

PLCs and PDs:

- Weekly PLCs driven by data/evidence with the curricula connected to the ELA core standards
- Weekly PLCs by grade span (K-2 & 3-5) focused on content specific literacy curricula concept planning and analysis of implementation
- Monthly PD by grade level on highly effective teaching strategies
- Clearly defined observation rubric, observation and debrief of teacher and student actions and outcomes
- Some staff members also engaged in professional development that centered on instituting and upholding Anti-Racist pedagogy.

We believe that routine guidance lead by a trained coach helped teachers to utilize the new ELA curricula components at a deeper level. PLCs and PDs included surface level planning and high leverage strategy training. The PLCs and PDs aligned with the Cycle of Inquiry, which allowed opportunity to analyze student work, look at data from observations, and reflect of the surface level components. Targets are connected to the common score standards which ensured students receiving grade-level instruction, but going deeper into the level of knowledge through engagement planning. We also went deeper into the planning of lessons by practicing how to include student inquiry in their own learning process; thus taking ownership of their learning.

The "Teacher Clarity" rubric created for observations provided teachers with actions and outcomes of highly effective teaching strategies. Using the rubric in observations, debriefs and data collecting helped the lead team to measure and adjust goals for student outcomes. It also provided data on student understanding of core/central lesson learning targets.

Focus Area:

Priority Challenges

Root Causes of Challenges

College/Career Readiness

Writing and Communication: While there has been growth, continued coordination and support by the Literacy & Instructional Coach (TSA-LIC). The LIC leads literacy PLCs & PDs, and early literacy tutors. The LIC is also well versed in EL curriculum and has engaged in Anti-Racist/ Liberatory practices professional development Instructional)is needed. to lead/support standards based instructional development and growth in writing while utilizing EL curriculum via

PLCs/PDs

EL Ed Walkthrough data did not show adequate use of anchor charts, sentence frames, conversation cues, or protocols and procedures needed to engage students in authentic communication. Tje E: Ed data indicated a lack of student written work during instruction, during guided and independent practice and within performance tasks.

Extendend Contracts((EC) to support teacher and student development in lcore areas including literacy, language, writing and math

Enrichment/Intervention teacher(s) (ET/ITs) to support teacher and student development in literacy and math

Distance learning provided fewer opportunities for students to engage and share written language. Notetaking was evident, however, student opportunity for writing high quality work using the editing and revising process was limited. Students didn't have tools to submit written work and receive feedback to improve their writing. Using a virtual platform for shorter instruction times aslo limited student opportunity to have conversations, use discussion protocols, or conversation cues, or to listen effectively in discussions in order to respond.

PLC/PD and push in instructional support, lead by the LIC, was also limited/shorter due to time restrictions created by adapting a full online platform.

Teachers struggled to get students engaged in virtual/online learning. This was especially true for students that would benefit from additional instruction/support. Exended contracts would allow for for small group/direct instruction outside of traditional class time, with struggling students.

ECs would also allow for additonal planning and professional development

Teachers need sufficient time to learn the curriculum, plan, review data, and collaborate. Students also need support in developng core skills. content knowledge and capturing

<p><i>Focal Student Supports</i></p>	<p>Community Schools Mgr (CSM) to lead coordination of socio-emotional and cultural development-- -Anti-racist/Anti-black practices -Ensure utilization of online learning platforms for personalized learning</p> <p>Extended Contracts: Teacher led individual/small group instructional support/intervention</p> <p>Technology: Site licensing/Online platforms usage: Data shows, students with consistent use of online learning platforms progressed. For example on Lexia, beginning of year (BOY) data shows 50% of students Below Grade Level Material(BGLM), 48% In Grade Level Material (IGLM) and less than 5% Above Grade Level Material (AGLM) shifted to 26% BGLM, 44% IGLM and 30% AGLM.</p>	<p>While there has been improvement in Climate and Culture and academics that can be directly linked to the CSM's efforts, there is still work to be done. For example, the % of African Americans multiple reading levels behind has declined. However, Chronic Absenteeism continues to be a challenge effort at Allendale. We also notice that African Americans are disproportionately referred to Special Ed. In addition, the CSM's capacity is limited in leading/coordinating Restorative and Anti-Racist practices. District support and/or addition of a RJ coordinator, even part time, would support future efforts.</p> <p>ECs would provide teachers with additional time for professional development, collaboration, data analysis and student support, especially ELLs, African-American, Latinx, AAPI, Special Ed and Homeless/Foster youth multiple levels below.</p> <p>Students that used online learning platforms regularly, improved. We predict that a return to in person instruction will support of efforts to increase the percentage of students that regularly engage with online learning platforms as well as frequency and duration. Lack of daily use and monitoring digital platforms that reinforced learning.</p>
<p><i>Student/Family Supports</i></p>	<p>Community Schools Mgr (CSM) to lead initiatives to lower Chronic Absenteeism and improve coordination of wrap-around services.</p>	<p>Many families at Allendale struggle with homelessness, food insecurities, and trauma. The CSM would continue to support/coordinate efforts to combat these challenges.</p>

<p><i>Staff Supports</i></p>	<p>PLCs and PDs: Coordinated efforts by the ILC, CSM, ETs/ITs would support consistent, high-quality PLCs, PDs and in class support. Focus areas would include but are not limited to core area instruction (literacy/math), ELL language acquisition/development, socio-emotional learning, and antiracist/liberatory practices</p>	<p>Teachers need to continue building familiarity with curriculum (EL and Eureka), socioemotional learning, restorative practices and antiracist/liberatory practices</p>
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1C: 20-21 STUDENT GOALS & TARGETS

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

<p>School Goal for May 2024:</p>	<p>By 2024 85% of TK students will be on grade level as measured by the IGDS and FAST assessments. 85% of K-2 students shall be at/above grade level as measured by i-Ready 85% of 3-5 students will increase by at least 10 points DFS on ELA SBAC</p>
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Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	20% (Fall 2020)	70.0%	85.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	60.0%	70.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	60.0%	70.0%

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-93.3 (Spring 2019)	N/A	-60.3
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	50.0%
IAB ELA at or above Standard	All Students	n/a	n/a	n/a	tbd

Grades 3–5 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	n/a	tbd
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	tbd	tbd
IAB Math Above Standard	All Students	n/a	9.1%	tbd	tbd
CAST (Science) at or above Standard	All Students	n/a	3.8% (Spring 2019)	tbd	tbd
Grades 3–5 at or above Mid-Grade (i-Ready)	All Students	n/a	N/A	tbd	tbd

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

School Goal for May 2024:

By 2023, all students will make at least 1 years growth as measured by i-Ready, RI and/or district summative assessments.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-145.8 (Spring 2019)	n/a	-105.8
SBAC ELA Distance from Standard Met	Latino/a Students	+20 points DF3	-101.1 (Spring 2019)	n/a	-73.8
IAB ELA at or above Standard	Students with Disabilities	n/a	tbd	n/a	-61.1
Grades 3–5 at or above Mid-Grade (i-Ready)	African-American Students	TBD	tbd	TBD	70%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	54.2%	TBD	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-139.6 (Spring 2019)	n/a	-99.6
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-107.2 (Spring 2019)	n/a	-67.2
IAB Math Above Standard	Students with Disabilities	n/a	10.0%	n/a	TBD
IAB Math Above Standard	Latino/a Students	n/a	6.1%	n/a	TBD
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	4.6%	n/a	tbd
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	tbd

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

School Goal for May 2024: By 2023, 85% of all students will report feeling connected to the school community

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	66.4%	n/a	80.0%
Suspensions	All Students	-2pp	0.7%	n/a	80.0%
Suspensions	African-American Students	-2pp	2.3%	n/a	1.5%
Suspensions	Students with Disabilities	-2pp	4.2%	n/a	1.0%
Chronic Absence	All Students	-2pp	19.4%	n/a	30.0%
Chronic Absence	African-American Students	-2pp	32.4%	n/a	45.0%
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024: By 2023, 85% of all instructional staff will demonstrate capacity to provide high quality optimal service, through continual professional development, observation data reflective of implementation/growth, collaborative planning, and facilitation of family/community events.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	TBD
Teacher Retention	All Teachers	n/a	73.1% (Fall 2020)	80.0%	85.0%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:

**Climate and Academic Achievement:
1) disproportionality of African American Students with Chronic Absenteeism, 2) referrals to Special Education 3) and multiple levels below in Reading/Literacy**

Theory of Change:

If we utilize 1) culturally responsive content/curricula, 2) engage in anti-racist practices, and 3) support socio-emotional learning with integrity, then students will experience positive a) academic, cultural, socioemotional, and identity development as measured by district and site based indicators, b) chronic absenteeism will decrease by 4pp for African-American students, and c) the number of African-American students at/above grade level in literacy/reading will increase by 5%.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Reduce number of AA students:
-In Special Education
-Experiencing Chronic Absenteeism
-Not "Feeling connected to peers and adults."

Increase staff education related to anti-racism and implicit bias in the hopes of reducing disproportionality.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We conducted weekly attendance mtgs that focused on chronically absent students and how to best support them through individualized and wrap around services. This included COST, SSTs, CICO, SART(via sst style) mental health, and food distribution. Formed a virtual support team that provided additional interventions /support by means of daily calls, tutoring, and financial relief to families highly impacted via Maslow's hierachy. Addition of a strong attendance specialist was also highly beneficial to accurately recording absences/reflection student attendance data. We also publicly recognized students for regular attendance as well as improvements via assemblies, virtual certificates.

What evidence do you see that your practices are effective?

Since student learning was mostly virtual, it is difficult to gain a truly accurate comparison. However, we did see students struggling to engage do so, numbers for students regulary engaged were higher than in person averages, especially during earlier parts of the school year, and connects with famillies/utilization of wrap around services has increased. However, we do feel that our students most at risk were the most impacted in adverse ways. We will continue to plan and seek strageties to address learning loss and socio-emotion development that may have been stifled. For example, many students that struggled to engage in virtual learning, are now consistently attending in person instruction which we anticipate will result in an increase of academic performance.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes. We shall continue to refine our practices and increase public acknowledgements. Another goal is to establish a robust Climate and Culture team. We will also implement our Tier 1 interventions (including monthly campaigns, assemblies, and incentives) beginning in the Fall and continuing with fidelity throughout the school year.

20-21 Standards-Based Instruction Priority: Mathematics: Equitable Access to Rigorous Standards Aligned Instruction	
Theory of Change:	If we 1) align tasks to grade level STANDARDS (especially anchor standards) 2) assure that TEACHER and STUDENT CLARITY is present, 3) differentiate instruction for all students including TIERED INTERVENTION, and 4) MONITOR student progress through multiple district aligned assessments, then we will increase STUDENT MATH PROFICIENCY levels/percentages as measured by IAB (Math) and SBAC
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Focused PLCs on clarity and teaching the grade-level Standards; Using scaffolding to review prior targets/missed learning; Data analysis of ongoing student work and assessments to determine what content areas need revisited and/or scaffolding.	
What evidence do you see that your practices are effective?	
More students are approaching grade level standards in Math and Reading as determined by i-Ready diagnostics compared to prior testing.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Intervention/support for students multiple levels below in math. This will include personalized learning, via online platforms (site licensing) and direct/small group instruction with teachers through extended contracts, and individualized success plans which include services for socio-emotional support as designed by the Community Schools Manager.	
20-21 Language & Literacy Priority:	Equitable Access to Rigorous Standards Aligned Instruction All students continuously grow towards meeting or exceeding standards in English Language Arts By June 2021, 10% of 3rd through 5th grade students will meet or exceed standards on the ELA IAB, 5% of students will be near/at grade level, and 2.5% will be at/above, as measured by RI By June 2021, 3rd through 5th grade students will increase their distance from standards by +15 points. By June 2021, 35% of students in grades k-2 will be at grade level ,30% will be near grade level, and 10% above grade level as measured by i-Ready ELA.

<p>Theory of Change:</p>	<p>If ELA teachers consistently implement EL Education Modules and ALL block with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in</p> <ul style="list-style-type: none"> -in RI and SBAC -students will actively participate in standards based instruction -student will be engaged in culturally responsive education -students will be highly engaged and take ownership of their education -students will be engaged in a performance task -students have opportunities to learn how language works to make meaning
<p>Related School Goal:</p>	<p>100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on fostering interaction and discussion, to ensure accelerated language and reading growth. (CCSS S&L 1, 4, 6) All students grow a year or more in Reading each year</p>
<p>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	
<p>One change to staffing was to utilize the Library/Media Teacher as an ELL tutor support. This change provided ELL students with evidence-supported tutoring in data-driven platforms. Data was considered in planning for future</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>Teacher instruction/student actions based on observation and feedback data. We also anticipate increases/student growth as measured by i-Ready and teacher assessments.</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	
<p>No current changes. However, we do anticipate increasing language development instruction to include push in support</p>	
<p> </p>	
<p>20-21 Conditions for Adult Professional Learning Priority: staff capacity and clarity</p>	
<p>Theory of Change:</p>	<p>If we 1) increase TEACHER CAPACITY in CLARITY and EXPLICIT DIRECT INSTRUCTION, by a) aligning PLC, PD, and intervention focus, b) utilizing PLC time to unpack unit/modules* 2) engage students by ensuring that they can articulate a)What am I learning? b)Why am I learning it? b) How will I know I have learned it?, and 3) utilize on level, standards based and culturally responsive CONTENT, then student achievement will improve in LITERACY and MATH as measured by research based district/cohort assigned assessments (see student learning goals)</p> <p>If adults feel their school is a safe and supportive environment for their learning, they will be supported in creating safe and supportive learning environments for students.</p>

Related School Goal:	<p>All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.</p> <p>All adults build relationships to feel connected and engaged in supporting student learning. Create the conditions for collective efficacy, relational trust, and a culture of learning.</p> <p>Increase staff education related to anti-racism and implicit bias in the hopes of reducing disproportionality/portionality.</p>
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of PLCs and PDs for literacy were consistent, especially around EL Curriculum. Many were provided by the district for the first semester. Teachers also engaged in consistent cycles of observation and feedback regarding clarity. However, more robust pds focused on language development for ELLs was lacking. We propose to conduct at least one pd/plc per month that would highlight this area. In addition, math pd/plcs were not as consistent and did not frequently address relevant material to the curriculum/current needs. For example, students still struggle with story problems- which intersects both math and literacy. PDs/PLCs directly aligned to this area were lacking.

What evidence do you see that your practices are effective?

Teacher instruction/student actions based on observation and feedback data. We also anticipate increases/student growth as measured by i-Ready and teacher assessments.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increase of PD/PLC that focus on ELLs and quality math instruction

20-21 Conditions for English Language Learners	Priority: EL Reclassification
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Theory of Change:	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.
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Related School Goal:	By May 2021 English learner students shall continuously develop their language, reaching English fluency in six years or less by at least 2% each year to meet/exceed school reclassification goal of 20%
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers were consistent with direct instruction that included culturally responsive curriculum and systematic language and literacy instruction. ELLs also received regular small group and individualized instruction to support language and literacy development and well as missed learning. Teachers also received pd that directly related to the curriculum, however, language development for ELLs was lacking. This is one of our growth areas as well as regular parent engagement.

What evidence do you see that your practices are effective?

We anticipate seeing improvement in reading lexile as measured by i-Ready* and teacher assessments.* We also expect to see an increase in the number of students reclassified.

**Some ELLs did not complete i-Ready diagnostics in the fall 2020, so some data may not be available until fall 2021.*

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes should be made. Instead our focus would be improving implementation of all steps. We are also considering additional summer learning for ELLs that are available. we do anticipate increasing language development instruction to include push in support

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

No significant changes

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Allendale Elementary School

School ID: 101

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):	Climate and Academic Achievement: 1) disproportionality of African American Students with Chronic Absenteeism, 2) referrals to Special Education 3) and multiple levels below in Reading/Literacy
School Theory of Change:	If we utilize 1) culturally responsive content/curricula, 2) engage in anti-racist practices, and 3) support socio-emotional learning with integrity, then students will experience positive a) academic, cultural, socioemotional, and identity development as measured by district and site based indicators, b) chronic absenteeism will decrease by 4pp for African-American students, and c) the number of African-American students at/above grade level in literacy/reading will increase by 5%.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>African-American students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	<p>Explicit teaching of SEL curriculum (Caring School Community, EduGuide Virtual SEL, etc) that can be expanded upon by small group intervention leaders.</p>	<p>Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders</p> <p>Morning meeting added to master schedule</p> <p>Teachers encouraged to include weekly class meeting</p> <p>Hiring or utilizing staff to support disproportionality reduction: -Culture and Climate TSA</p> <p>-Social Work Interns</p> <p>-P.E. or Recess Coaches</p>	<p>Increase small groups and mentoring for disproportionality students using URF/Suspension and attendance data</p> <p>Master schedule with morning meetings and class meetings, PDs for SEL curriculum scheduled</p> <p>Information re: SEL curriculum is shared with parents/families: i.e., during coffee with the principal, flyers shared on Talking Points, sent out in weekly newsletters</p>		
1-2	<p>Research-based trauma informed practices</p> <ul style="list-style-type: none"> -Understand trauma and stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration <p>-Calm down corner provided for all students</p> <p>-Routines and rituals consistently practiced</p>	<p>Increase all staff education related to bias and anti-racism work, including the Special Education team.</p> <p>Professional development on trauma and de-escalation</p> <p>Support staff self care and support with the stress of teaching studenteds impacted by trauma</p>	<p>PD scope and sequence includes understanding of trauma and trauma-informed interventions</p> <p>Building strong school-family partnerships through home visits</p> <p>Peace corners present in all classrooms and available to all students as a preventative or supportive intervention</p>		Tier 1

1-3	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	Principal and Leadership team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	<p>1) Implement 3 Family Engagements that are focused on academic achievement</p> <p>2) Engage families in goal setting, hopes and dreams and/or home visits to develop a shared vision</p> <p>3) Hold weekly COST meetings to triage needs of students & families and provide supports for academic and social needs</p> <p>4) Utilize online platforms on a regular basis to communicate all aspects of student engagement</p>		
1-4	<p>Teachers complete universal behavior screening (SRSS) 2x/year to identify students that may benefit from Tier 2 and 3 supports</p> <p>- Following screening, teachers collaborate with grade level partners to determine how Tier 1 classroom practices can be adjusted to attend to wider grade level needs</p>	<p>SRSS training and follow up sessions are added to PD calendar</p> <p>COS team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively</p> <p>COS team updates data in OUSDForce to reflect student interventions</p>	<p>SRSS spreadsheet data</p> <p>Progress monitoring tools for Tier 2 and 3 interventions</p> <p>OUSDForce</p>		

1-5	<p>Individualized plans for students with symptoms related to trauma including based on the core guiding principals</p> <ul style="list-style-type: none"> --Understand trauma and stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration <p>-Somatosensory breaaaks scheduled for students with regulation challenges</p> <p>-Progress monitoring for students recieving tier 3 mental health services</p>	<p>Somatosensory stations available to all students in class and in communal spaces (hallway, office, playground)</p> <p>Cost team tracks progress monitoring</p>			
1-6	<p>Teachers engage in peer classroom observations every other month and provide positive feedback to one another.</p> <p>Possible Look Fors:</p> <ul style="list-style-type: none"> - Opportunities to Respond - 5 : 1 positive reinforcement - Engagement strategies 	<p>Provide time in PLCs or PD for teachers to review feedback and create action steps for supporting each other's progress</p>	<p>Peer observation data forms</p>		

1-7	<p>Teachers will increase contact and connection with students in the 'At Risk' and "chronic" absence categories, and be aware/support higher tiered interventions assigned by the attendance team/COST.</p> <p>Teachers will submit a COST referral for students when they become aware on any issue that might affect students attendance and/or engagement.</p>	<p>Attendance Team will monitor absence categories and implement Tier 2 intervention when student enters "at-Risk Category.</p> <p>Attendance Team will implement Tier 3 intervention when student enters Chronic category</p> <p>Attendance Team will have identify students in need of SART based on progress monitoring previous interventions and/or when student becomes truant.</p> <p>Attendance Team will process SARB referrals in a timely manner and monitor progress, intervening when progress is not made.</p>			
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics: Equitable Access to Rigorous Standards Aligned Instruction				
School Theory of Change:	If we 1) align tasks to grade level STANDARDS (especially anchor standards) 2) assure that TEACHER and STUDENT CLARITY is present, 3) differentiate instruction for all students including TIERED INTERVENTION, and 4) MONITOR student progress through multiple district aligned assessments, then we will increase STUDENT MATH PROFICIENCY levels/percentages as measured by IAB (Math) and SBAC				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Teachers maintain high expectations for their students. They teach the grade level curriculum with appropriate scaffolding for missed learning that may have occurred in prior grades.	9.3 Content-area specialists			
2-2	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Identify district-level content area specialists and utilize the Academic Guidance Document to build the content area knowledge of all staff			
2-3	3.1 Small group instruction				
2-4	Differentiate instruction for all students utilizing small group instruction (e.g., guided reading; conferring; strategy groups, math groups, with progress monitoring				
2-5	3.3 Daily ELD for ELLs	Ensure at least 30 minutes daily ELD is scheduled for all ELLs			

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	<p>Equitable Access to Rigorous Standards Aligned Instruction All students continuously grow towards meeting or exceeding standards in English Language Arts</p> <p>By June 2021, 10% of 3rd through 5th grade students will meet or exceed standards on the ELA IAB, 5% of students will be near/at grade level, and 2.5% will be at/above, as measured by RI</p> <p>By June 2021, 3rd through 5th grade students will increase their distance from standards by +15 points.</p> <p>By June 2021, 35% of students in grades k-2 will be at grade level ,30% will be near grade level, and 10% above grade level as measured by i-Ready ELA.</p>
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School Theory of Change:	<p>If ELA teachers consistently implement EL Education Modules and ALL block with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in</p> <ul style="list-style-type: none"> -in RI and SBAC -students will actively participate in standards based instruction -student will be engaged in culturally responsive education -students will be highly engaged and take ownership of their education -students will be engaged in a performance task -students have opportunities to learn how language works to make meaning
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Identify district-level content area specialists and utilize the Academic Guidance Document to build the content area knowledge of all staff			
3-2	3.1 Small group instruction				
3-3	Differentiate instruction for all students utilizing small group instruction (e.g., guided reading; conferring; strategy groups, math groups, with progress monitoring				
3-4	3.3 Daily ELD for ELLs				

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):	Increase the number of students who feel their school is a safe and supportive environment and have strong positive adult relationships. Decrease the disproportionality of African American suspensions URFs, chronic absenteeism and special ed referrals.
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School Theory of Change:		If we 1) increase TEACHER CAPACITY in CLARITY and EXPLICIT DIRECT INSTRUCTION, by a) aligning PLC, PD, and intervention focus, b) utilizing PLC time to unpack unit/modules* 2) engage students by ensuring that they can articulate a)What am I learning? b)Why am I learning it? b) How will I know I have learned it?, and 3) utilize on level, standards based and culturally responsive CONTENT, then student achievement will improve in LITERACY and MATH as measured by research based district/cohort assigned assessments (see student learning goals)			
		If adults feel their school is a safe and supportive environment for their learning, they will be supported in creating safe and supportive learning environments for students.			
		If we 1) increase the number of students who feel their school is a safe and supportive environment and 2) have strong positive adult relationships, then a) chronic absenteeism and b)special ed referrals of African American students will decrease, as well the c)percentage of African American students reading at/above grade level will increase by at least 5%.			
Related Goal(s):		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers regularly check-in with an adult/teaching buddy.	Establish committee to organize adult gatherings to foster connection, a strong sense of belonging, and collective care.	Events for staff connection and community building. Sustaining Relationships Check-In		
4-2	Engage students in opportunities to provide feedback using the model provided in adult professional learning spaces.	In PDs, provide opportunities for teachers to provide feedback on the conditions for their learning centered on engagement and connection.	Feedback survey for professional learning. (link to Google Form Sample)		
4-3	Collaborate with buddy teacher to facilitate monthly cross-age buddies lessons.	Implement Caring School Community's Cross-Age Buddies program.	Schedule of cross-age buddies lessons, classroom observations of cross-age buddies lessons		
4-4	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	Conduct a book study to explore anti-racism and anti-bias training for all adults.	Through an inquiry process implement culturally responsive practices, classroom observations and feedback.		

4-5	Share classroom data and instructional practices in services of all students at a grade level	Provide opportunities for teachers to share data as well as highlight instructional strategies that contribute to bright spots in the data	Inquiry Cycles		
4-6	Share teaching insights in a variety of ways	Provide professional learning in a variety of modalities to increase teacher engagement. (art, video, circles, writing)	PD Calendar		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Reclassification
School Theory of Change:	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 Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>ELL</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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5-1	<p>T1.5: Teachers will differentiate rigorous instruction for ELL students, based on multiple forms of authentic assessments, regardless of current level of achievement. Teachers will</p> <p>a) provide complex texts and tasks for ELLs in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK).</p> <p>b) minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings.</p> <p>c) scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.</p> <p>d) base instructional literacy program on strong foundational understanding and application of Common Core Standards and adjust teaching strategies to meet the needs of all students, and particularly students with IEPs, based on informal and formal assessments as we prepare students for middle school.</p> <p>e) use student-focused observation protocols such as the 5x8 cards or ELL Shadowing to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes.</p>	<p>L2: Principal/Leadership Team will ensure ELLs are placed in courses based on multiple factors – including CELDT, SRI, years in US schools, and ELL subgroup (newcomer, at-risk, progressing, Long-term ELL).</p> <p>Establish clear entrance and exit criteria for ELD or intervention courses and use data to make ongoing, flexible placement decisions.</p> <p>Principal/Leadership Team will construct minimum day schedule, retreats, and prioritize teacher professional development to maximize learning opportunities and strategies that target efforts that increase in the number of proficient ELL students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI)</p> <p>Collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our EL and newcomer students Academic Mentor will help teachers in classrooms to support differentiated instruction for EL students.</p> <p>EL students who are performing far below grade level in Reading will be provided an SST and considered for Girls Inc After School Program.</p>	<p>E1: Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Tasks will also reflect differentiation based on targeted student groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc)</p>		
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PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 101

School: Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$10,970	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	101-1
Travel and Conference	\$2,000	General Purpose Discretionary	5220	Conference Expense	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Increase all staff education related to bias and anti-racism work, including the Special Education team. Professional development on trauma and de-escalation Support staff self care and support with the stress of teaching studenteds impacted by trauma	101-2
Copier Maintenance	\$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	101-3
Postage	\$150	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund postage to send communications between school and families regarding students.	101-4

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 101

School: Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Literacy TSA	\$37,132	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	5017	11-Month Classroom TSA	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	T1.5: Teachers will differentiate rigorous instruction for ELL students, based on multiple forms of authentic assessments, regardless of current level of achievement. Teachers will a) provide complex texts and tasks for ELLs in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK). b) minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings. c) scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities. d) base instructional literacy program on strong foundational understanding and application of Common Core Standards and adjust teaching strategies to meet the needs of all students, and particularly students with IEPs, based on informal and formal assessments as we prepare students for middle school. e) use student-focused observation protocols such as the 5x8 cards or ELL Shadowing to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes.	101-5
Surplus	\$12,927	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	101-6
EEIP--January Anderson (complete 1.0 fte)	\$20,130	LCFF Supplemental	1105	Certificated Teachers' Salaries	1629	Teacher Education Enhancement	tbd	Goal 1: All students graduate college, career, and community ready.	Collaborate with buddy teacher to facilitate monthly cross-age buddies lessons.	101-7

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 101

School: Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Steven Faivus/Music Teacher	\$18,180	LCFF Supplemental	1105	Certificated Teachers' Salaries	0429	Teacher, Structured English Immersion	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders Morning meeting added to master schedule Teachers encouraged to include weekly class meeting Hiring or utilizing staff to support disproportionality reduction: -Culture and Climate TSA -Social Work Interns -P.E. or Recess Coaches	101-8
Alan Foss/TSA-10 MO (1.0 fte)	\$78,626	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7708	10-Month Classroom TSA	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders Morning meeting added to master schedule Teachers encouraged to include weekly class meeting Hiring or utilizing staff to support disproportionality reduction: -Culture and Climate TSA -Social Work Interns -P.E. or Recess Coaches	101-9
Regina Thornton/TSA-11mo (1.0)	\$86,642	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	5017	11-Month Classroom TSA	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	101-10
Academic Mentor	\$5,000	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers maintain high expectations for their students. They teach the grade level curriculum with appropriate scaffolding for missed learning that may have occurred in prior grades.	101-11
Surplus	\$63,107	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	101-12

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 101

School: Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
External Contract-HERO	\$48,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders Morning meeting added to master schedule Teachers encouraged to include weekly class meeting Hiring or utilizing staff to support disproportionality reduction: -Culture and Climate TSA -Social Work Interns -P.E. or Recess Coaches	101-13
CSM-Remi Bereola	\$101,279	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	5160	Program Mgr Community School	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Explicit teaching of SEL curriculum (Caring School Community, EduGuide Virtual SEL, etc) that can be expanded upon by small group intervention leaders.	101-14
Software Licensing	\$12,949	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	101-15
Extended Contracts-Teacher led parent workshops	\$3,010	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	101-16
Software Licensing	\$7,525	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	101-17



Strategic Resource Planning (SRP)

**Allendale Elementary School
School Site Council Membership Roster
2020-2021**

SSC - Officers

Chairperson:	Colleen Zak
Vice Chairperson:	Mrs. and Mr. Raynor
Secretary:	Susan Naclerio

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Desiree Miles	X			
Jessica Umana			X	
Colleen Zak		X		
Lynette Davis		X		
Susan Naclerio		X		
Kenya Raynor				X
Victoria Hewett				X
Araceli Mead				X
Lasela Taufa				X
Jeanette Parish				X

SSC Meeting Schedule: (Day/Month/Time)	September 25, 2020 at 2:30pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

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



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Allendale Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Parent Conference
- Back to School Night

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Back to School Night
- Coffee with the Principal
- Parent Night

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Back to School Night

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

- Title 1 meeting

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Back to School Night
- Coffee with the Principal

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Talking Points and Newsletter translated into students home language

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Community School Manager
- Oakland Public Education Fund
- Volunteer Flyers posted

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Parent Workshops

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- PD's
- Faculty Meeting

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Teacher Conferences

- Parent Night

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

- SSC Meetings

- Parent Workshops

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- SSC

- Coffee with the Principal

- Parent workshops

- All meetings have a translator

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

- Teacher Conferences

- Events

- SST

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- SSC

- Parent Workshops

Adoption

This policy was adopted by the Allendale Elementary School Site Council on September 30, 2020 and will be in effect for the period August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before September 30, 2020.

Desirée Miles
Name of Principal

Desirée Miles
Signature of Principal

Date 8/28/20

Please attach the School-Parent Compact to this document.



School-Parent Compact

Allendale Elementary

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.

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

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

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - Data and grade Conferences
 - SST Meetings

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

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
 - Talking Points and Newsletter are translated into students home language

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

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
 - Professional Development Meetings
 - Faculty Meetings
 - Faculty Retreats

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

- Talking Points
- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school

Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

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

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September, 30, 2020.

Signature of Principal

Desirée Miles

Date 8/28/20