

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File Id. No. 18-1259
Introduction Date: 6/27/18
Enactment No.: 18-1076
Enactment Date: 6/27/18
By: er

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 Allendale 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).

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

Recommendation:

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



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

Legislative File Id. No. 18-1259
Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Allendale Elementary School
CDS Code: 1612596001630
Principal: Desirée Miles
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: Desirée Miles	Position: Principal
Address: 3670 Penniman Avenue Oakland, CA 94619	Telephone: 510-535-2812 Email: desiree.miles@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: Allendale Elementary School

Site Number: 101

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 1, 2018

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

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

Signatures:



 Desiree Miles, School Principal

Desiree Miles

 Signature

5/1/18

 Date

Alma Predras

 Print name of SSC Chairperson



 Signature

5/1/2018

 Date

LaResha Martin

 LaResha Martin, Network Superintendent



 Signature

5.17.18

 Date

Marla Williams

 Marla Williams, Officer, State and Federal Programs

5-24-18

 Date

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

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
2/14/2018	SSC and teachers	Shared rationale and overview of site plan. Approved aligned Title 1 expenditures.
3/13/2018	SSC	Continued to share rationale and overview of site plan.
3/15/2018	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and evidence of impact aligned to school goals.
3/16/2018	Parents and Community	Held Coffee with the Principal and shared future school plans including upcoming opprotunities to engage parents in retreat and professional learning opprotunities
3/18/2018	Instructional Staff	Shared teacher, leadership and evidence of impact goals/stadards as well as plans of implementation and collected feedback
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

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	\$63,350.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$239,952.03	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:	\$408,820.72	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$72,818.47	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,790.91	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$74,609.38	\$0.00

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

1A: ABOUT THE SCHOOL

School: Allendale Elementary School

School ID: 101

School Description

Allendale Elementary, located in the Allendale Park neighborhood of East Oakland, is a vibrant community devoted to celebrating culture and diversity, encouraging rigor and creativity, and educating the whole child! We have established a culture of continuous school improvement thanks to our team of teachers, parents, and administrators who are committed to creating the best possible learning environment for students. Teachers meet weekly for a sixty minute period during the workday in their professional learning community to analyze student performance data, set goals, and share instructional strategies. These teacher teams follow a developed agenda and use protocols and defined roles to manage the meetings. These meetings are Allendale's cornerstone for building a professional learning community and improving student achievement. Allendale is shifting focus towards a STEAM oriented curriculum that will use Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The outcome are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process focuses on technology. This approach has been proven to increase student proficiency in literacy and mathematics especially students that are highly underrepresented in science and technology fields. Students are encouraged to think more broadly about real-world problems. Currently Allendale utilizes three mobile Google Chrome carts with 32 workstations for research and inquiry. We will also be adding an "Imagination Station" which is a combination of a Makers Lab and Writer's Workshop and a "Connections" class where students will explore cultural diversity and express the value of differences in meaningful and creative ways. Our Ready Readers program pairs struggling readers with adult volunteers. Students in this program read with their adult mentor 1-2 hours per week (all year long) to enhance their reading and self-esteem. Our literacy coach works with ELL students and other readers needing support on a regular basis and also coaches teachers on balanced literacy techniques to use with all levels of readers in the classroom. Allendale is an exciting campus that is welcoming to all!

School Mission and Vision

Our mission is to establish a student centered teaching in learning community in which data is to belief in student capacity and potential results in challenging and highly engaging environment of learning, trust, and respect. Highly qualified teachers, engaged in building an effective professional learning community, staff each classroom. Parents and community members are vital stakeholders in promoting student academic achievement. Our balanced literacy program, school-wide emphasis on the child's social and emotional learning, commitment to a clean and safe school, before and after-school programs, speech therapists, resource specialists, behavior support, community outreach and educational technology all help make Allendale School a school moving forward in the 21st century. Engaging families and the community to support improved student achievement is an important aspect of the Allendale school plan.

Communication between school and home is in the form of newsletters and bulletins, which are distributed in both English and Spanish and other major languages. Spanish translators are provided at school wide functions. We have a specific bulletin board near the entrance of the school where we post information for parents. The materials are also in the major languages spoken at the school: English, Spanish, Cantonese, and Vietnamese. Because of the funding that Allendale receives, we have established our School Site Council. This committee is the main vehicle for parents to have an active role in the governance of the school. We hold an annual Title I meeting to inform parents of the programs that are available to their children.

Family & Student Engagement

We have a small but highly involved and engage group of parents who actively participate in parent education event. We partner with the Adult ESL Literacy class to recruit parents into our engagement activities. We also partner with outside agencies such as Lotus Bloom for the establishment of playgroups for infants and toddlers. While family engagement events are well attended, we still need to find a way to reach out to all segments of our community to ensure proportionate representation at events and activities. We have not reached out to all segments of our community which has resulted in disproportionate representation in engagement events and activities.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p align="center">LANGUAGE & LITERACY</p>	<p>At the start of the school year, 35% of all students were already at or above grade level on the Fountas and Pinnell or Dibels Assessments</p> <p>At the start of the school year, 20.1% of all students were proficient on the SRI assessment, this is almost a 10% increase compared to the same time last year.</p>	<p>At the start of the school year, 60% of all students were still below proficiency on the F & P assessment.</p>	<p>Observation/Feedback and our Extended Site Visit has shown that teachers are implementing Readers Workshop (specifically Guided Reading), although the implementation is needing increased rigor and standards alignment.</p> <p>Observations and visitations reveal that teachers are still discovering ways that data can be used to drive instruction within the classroom.</p> <p>There are large numbers of students who are below proficiency and teachers may lack strategies for how to better support these significant number of students.</p> <p>All students may not be receiving the same high-quality Balanced Literacy instruction. Newer teachers are still learning ways to effectively deliver Balanced Literacy (mini-lessons; Readers & Writers workshop).</p> <p>Our supports for teachers (literacy coach; grade-level planning time; observation & feedback) have are still in the process of being strengthened.</p> <p>Our school has expected our parents to figure out best practices/strategies and has not focused its parent meetings on literacy issues or provide any specific supports to parents to help with reading.</p>
<p align="center">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Teachers have delved into the new curriculum guide and dissected the formative and summative tasks.</p> <p>Teachers have developed improved proficiency on the use of the new Math Expressions curriculum materials.</p> <p>Teachers have engaged students using Number Talks strategies.</p> <p>Teachers have engaged students using the Three Reads strategy.</p>	<p>The new math curriculum is complex and difficult to deliver at times. While strategy focused, the new program does not emphasize the use of a dominant strategy for students to use to solve math problems.</p> <p>Current summative task results indicate that many students still struggle with deciphering the new common core approach to math problems, especially problems the require a multi-step solution.</p> <p>Discussions amongst teachers indicated that students lack the basic mathematical skills (math facts) to solve complex problems.</p>	<p>The data that we have analyzed so far indicate that mathematics instruction is still evolving to meet the demands of the Common Core State Standards. While teachers have spent some time delving into the new OUSD math program, they are not yet proficient in the delivery of this program in it's entirety.</p> <p>We are still in the process of making site determinations about the use of dominant math strategies and also the teaching of math facts to ensure that students have certain math facts learned to automaticity.</p> <p>All students may not be getting access to high quality mathematics instruction due to variance in teachers' understanding of the OUSD math program and their own proficiency with presenting various math strategies to students.</p> <p>Teachers may vary as to the delivery of a "dominant strategy" in terms of math strategies.</p> <p>A de-emphasis on math facts may have occurred as a result of the new math curriculum.</p>

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>At mid-year we had discussed over 50 students in our COST meeting. A plan of action was developed for each student that included academic and/or behavioral support. SART data indicated that our attendance interventions have improved student chronic attendance rates.</p> <p>We are actively working on better incentive programs for student attendance. Our professional development calendar will include monthly training on strategies presented by the PBIS members or other trainers.</p> <p>We will continue to train staff on ways to intervene, trauma informed and restorative practices</p> <p>We will continue to offer parent workshops and wellness spaces to grow/support parent knowledge around socioemotional needs, trauma informed and restorative practices</p>	<p>COST Follow up is still a challenge because we lack a comprehensive set of interventions for students. These interventions include academic and behavioral supports for struggling students.</p> <p>Chronic attendance is still above 15% (Red Zone). While traditional approaches to attendance interventions are important and in the process of being implemented, we still need a more "wrap-around" way of supporting students with problematic attendance.</p> <p>We have to put in place better incentive programs for student attendance. PBIS training needs to be differentiated for staff to reduce office referrals.</p> <p>We need a protocol for staff to use to resolve conflicts between individual students.</p>	<p>Data indicate that improved tracking and follow up with at-risk students is making an impact. Teachers express that they feel their COST referrals are making a difference and result in tangible action steps.</p> <p>COST Meetings are functioning, however we may need to look more at steps to the process. A high percentage of students are still being referred for psychological and/or individualized behavioral plans. However, our SART process is still evolving and needs additional input and support.</p> <p>Schoolwide routines and procedures have been implemented and supported by staff, both certificated and classified. Teachers still need additional training with regards to classroom-based PBIS strategies. Uneven implementation and follow-through still exists with regards to implementation of best practices. Classified line staff (noon supervisors and cafeteria monitors) still need additional training and support.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p><i>Enter SELLS Needs Assessment strengths when available.</i></p>	<p><i>Enter SELLS Needs Assessment challenges when available.</i></p>	<p><i>Enter SELLS Needs Assessment root cause analysis when available.</i></p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Allendale Elementary School

School ID: 101

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	By June 2021 students will be consistently growing in reading as measured by F&P Foundations.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	F&P Foundations	All Students	45.9%	48.9%	51.9%
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 standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K students , etc) and receive consistent coaching and feedback, curriculum, resource, instructional and student support, then there will be an increase in the number of proficient (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	<p>T1.5: Teachers will differentiate rigorous instruction for all 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) teach culturally-relevant complex texts at grade level to support all students, especially newcomer and African-American students</p>	<p>L2: Principal/Leadership Team will assure that teachers align literacy blocks to increase opportunities to</p> <p>a) address the needs of low-performing students reading below grade level and high-performing GATE students reading above grade level by providing reading instruction at each student's level time for students/grade level</p> <p>b) minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings</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 (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI)</p> <p>Hire an African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students.</p> <p>Collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer students</p> <p>Academic Mentor will help teachers in classrooms to support differentiated instruction for all students, including our low-performing and GATE students.</p> <p>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>

1-2	<p>T3: Teachers will implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice Teachers will provide culturally relevant materials and strategies to better engage all students, in particularly our African-American and newcomer student populations</p>	<p>L3: Principal and Leadership Team will allocate time for staff to engage community members through minimum day schedule, retreats, professional learning opportunities, and co-constructed (parents/teachers) school wide events. Principal will continue to engage parents through "Coffee with the Principal", Tiger Times newsletter, and school website. Principal will continue to encourage parents to support and collaborate efforts for student success through Bay Area plan, SSC and District (OUSD) family engagement office</p>	<p>E3: Students will be able to identify and explain their individual reading goals and progress towards those goals Principal will conduct classroom observations and walk-throughs</p>
1-3	<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 & CISS provide outreach, wellness, and extended services to families impacted by low income and/or have had difficult transitions or traumatic life events, such as newcomers who just transitioned to the U.S., families of foster youth, or homeless/displaced families Principal/CISS collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer families</p>	<p>E4: Data shared with parent engagement and leadership groups to coordinate workshops especially families of low performing students, ELLs, African Americans, newcomers, students with disabilities, GATE, foster/homeless youth and TK/K Regular attendance to parent oriented workshops around data and student achievement. Parents able to demonstrate understanding of data post parent workshops held at least twice a year. Parents attend retreat and open professional learning opportunities. Teachers will continue to hold 1:1 parent mtgs Parents will complete post conference form which will capture their understanding of their child's progress.</p>
1-4	<p>T5.25: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, and use data/evidence to create rigorous instructional tasks and common formative assessments. Teachers will engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of both content and pedagogy (e.g., learning walks, gallery walks, videos, book study, inquiry, and coaching)</p>	<p>L6: Principal & Leadership/Curriculum Instruction and Student Support (CISS) team will observe and provide timely feedback on targeted efforts to support ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K students including but not limited to a) classroom environments b) instructional practices c) student engagement and interactions d) materials and resources</p>	<p>E6: PD agendas and PLC protocols will allow for teachers to share class, grade level and collaborative data, especially for targeted groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc). Minimum day calendaring and PLC cycles reflect</p>

1-5	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.	L8 Principal and Leadership Team allocate time and support for teachers to collaborate and build capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	Minimum day calendaring and PLC cycles reflect alignment to testing, grading cycles and other school/district related needs.
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	By 2021 we will consistently move students 10 points closer to standard met annually.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
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 (CEO/Embedded Assessments, SMI, SBAC).				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	<p>T1.5: Teachers differentiate rigorous instruction for all students including ELLs, African American, low Income, GATE, newcomers, students with disabilities,etc, based on multiple forms of authentic assessments, regardless of current level of achievement Teachers will</p> <p>a) minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings. b) scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.</p> <p>Teachers will use Math Centers and math software/digital plaforms (ST Math) to differentiate math instruction for ELLs, African American, low Income, GATE, newcomers, students with disabilities,etc</p>	<p>L2: Principal/Leadership Team will assure that teachers align math blocks to increase opportunities to</p> <p>a) address the needs of students performing below grade level (low performing) and high performing students above grade level (GATE) by providing math instruction at each student's level time for students/grade level b) minimize isolation of ELLs; maximize inclusion in mixed level settings and groupings</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 (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (SBAC</p> <p>Hire an African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. Collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer students Academic Mentor will help teachers in classrooms to support differentiated instruction for all students, including our low-performing and GATE students.</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>

2-2	<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 will allocate time for staff to engage community members through minimum day schedule, retreats, professional learning opportunities, and co-constructed (parents/teachers) school wide events. Principal will continue to engage parents through "Coffee with the Principal", Tiger Times newsletter, and school website. Principal will continue to encourage parents to support and collaborate efforts for student success through Bay Area plan, SSC and District (OUSD) family engagement office</p>	<p>E3: Students will be able to identify and explain their individual reading goals and progress towards those goals Teachers will share student progress towards goals and ways to support efforts with parents/families of families of low performing students, ELLs, African Americans, newcomers, students with disabilities, GATE, foster/homeless youth and TK/K Principal/Leadership/CISS will share data from classroom observations and walk-throughs</p>
2-3	<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 & CISS provide outreach, wellness, and extended services to families impacted by low income and/or have had difficult transitions or traumatic life events, such as newcomers who just transitioned to the U.S., families of foster youth, or homeless/displaced families Principal/CISS collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer families</p>	<p>E4: Data shared with parent engagement and leadership groups including PLAN and others initiated by CISS to coordinate workshops especially families of low performing students, ELLs, African Americans, newcomers, students with disabilities, GATE, foster/homeless youth and TK/K Regular attendance to parent oriented workshops around data and student achievement. Parents able to demonstrate understanding of data post parent workshops held at least twice a year. Parents attend retreat and open professional learning opportunities. Teachers will continue to hold 1:1 parent mtgs Parents will complete post conference form which will capture their understanding of their child's progress.</p>

2-4	<p>T5.25: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, and use data/evidence to create rigorous instructional tasks and common formative assessments. Teachers will engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of both content and pedagogy (e.g., learning walks, gallery walks, videos, book study, inquiry, and coaching)</p>	<p>L6: Principal & Leadership/Curriculum Instruction and Student Support (CISS) team will observe and provide timely feedback on targeted efforts to support ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K students including but not limited to a) classroom environments b) instructional practices c) student engagement and interactions d) materials and resources Principal/ILT/CISS will build teacher capacity to develop effective professional learning plans through peer collaboration and inquiry that are aligned to student data and effective teacher practices .</p>	<p>E6: PD agendas and PLC protocols will allow for teachers to share class, grade level and collaborative data, especially for targeted groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc). Minimum day calendaring and PLC cycles reflect alignment to testing, grading cycles and other school/district related needs.</p>
2-5	<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>L8 Principal and Leadership Team allocate time and support for teachers to collaborate and build capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students</p>	

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Culture & Climate	By 2021 we will decrease chronic absenteeism at least 1% annually.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	19.9%	18.9%	17.9%
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, Restorative Strategies and Approaches, 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 Restorative Strategies and Approaches, Diversity and Inclusion, PBIS expectations, implement curriculum and practices that reflects an understanding of culture and equity, utilize restorative practices daily and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then students will experience improvement in SEL competencies and the ability to solve conflicts peacefully with their peers and students and families will feel a deeper connection to school and chronic attendance rates will decrease..				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	<p>T1.5: Teachers will differentiate rigorous instruction for all students including ELLs, African American, low income, foster/homeless GATE, newcomers, and students with disabilities based on multiple forms of authentic assessments, regardless of current level of achievement. Teachers will</p> <p>a) minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings. b) scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities. c) base core instructional programs 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. d) utilize culturally-responsive materials at grade level to support all students, especially newcomer and African-American students</p>	<p>L2: 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 (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (SBAC</p> <p>Hire an African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. Collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer students Academic Mentor will help teachers in classrooms to support differentiated instruction, authentic relationships and socioemotional development for all students, including our low-performing, ELL, African American, newcomer and GATE students</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 especially ELLs, African American, Low Income, GATE, newcomers, and students with disabilities ELLs, African American, Low Income, GATE, newcomers, and students with disabilities will engage in academic conversations that demonstrate a critical understanding of curriculum and learning objective</p>
3-2	<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 will allocate time for staff to engage community members through minimum day schedule, retreats, professional learning opportunities, and co-constructed (parents/teachers) school wide events. Principal will continue to engage parents through "Coffee with the Principal", Tiger Times newsletter, and school website. Principal will continue to encourage parents to support and collaborate efforts for student success through Bay Area plan, SSC and District (OUSD) family engagement office</p>	<p>E3: Students will be able to identify and explain their individual reading goals and progress towards those goals Teachers will share student progress towards goals and ways to support efforts with parents/families of families of low performing students, ELLs, African Americans, newcomers, students with disabilities, GATE, foster/homeless youth and TK/K Principal/Leadership/CISS will share data from classroom observations and walk-throughs Principal will conduct classroom observations and walk-throughs</p>

3-3	<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 Teachers will hold a TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten.</p>	<p>L4: Principal & CISS provide outreach, wellness, and extended services to families impacted by low income and/or have had difficult transitions or traumatic life events, such as newcomers who just transitioned to the U.S., families of foster youth, or homeless/displaced families Principal & CISS collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer families Principal & CISS will support TK/Kindergarten Orientation for TK/Kindergarten parents to support transition into kindergarten especially targeting African American, newcomer, and low income families</p>	<p>E4: Data shared with parent engagement and leadership groups including PLAN and others initiated by CISS to coordinate workshops especially families of low performing students, ELLs, African Americans, newcomers, students with disabilities, GATE, foster/homeless youth and TK/K Regular attendance to parent oriented workshops around data and student achievement. Parents able to demonstrate understanding of data post parent workshops held at least twice a year. Parents attend retreat and open professional learning opportunities. Teachers will continue to hold 1:1 parent mtgs Parents will complete post conference form which will capture their understanding of their child's progress.</p>
3-4	<p>T5.25: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, and use data/evidence to create rigorous instructional tasks and common formative assessments.</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>E6: PD agendas and PLC protocols will allow for teachers to share class, grade level and collaborative data, especially for targeted groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc). Minimum day calendaring and PLC cycles reflect alignment to testing, grading cycles and other school/district related needs.</p>
3-5	<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>L8 Principal and Leadership Team allocate time and support for teachers to collaborate and build capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students</p>	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	EL Reclassification	By June 2021 we will consistently increase our reclassification rate by 3% each year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	18.0%	21.0%	24.0%
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>T1.5: 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</p> <p>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>
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 will allocate time for staff to engage EL community members through minimum day schedule, retreats, professional learning opportunities, and co-constructed (parents/teachers) school wide events. Principal will continue to engage parents through "Coffee with the Principal", Tiger Times newsletter, and school website. Principal will continue to encourage EL parents to support and collaborate efforts for student success through Bay Area plan, SSC and District (OUSD) family engagement office</p>	<p>E3: Students will be able to identify and explain their individual reading goals and progress towards those goals Principal will conduct classroom observations and walk-throughs</p>

4-3	<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 & CISS provide outreach, wellness, and extended services to EL and newcomer families. Principal & CISS collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement to provide targeted support to our EL and newcomer families Principal & CISS will support TK/Kindergarten Orientation for TK/Kindergarten parents to support transition into kindergarten especially targeting EL and newcomer families</p>	<p>E4: Data shared with Parent Action and Leadership groups to coordinate workshops.Regular attendance to parent oriented workshops around data and student achievement. Parents able to demonstrate understanding of data post parent workshops held at least twice a year. Parents attend retreat and open professional learning opprotunities.Teachers will continue to hold 1:1 parent mtgs Parents will complete post conference form which will capture their understanding of their child's progress.</p>
4-5	<p>T5.25: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, and use data/evidence to create rigorous instructional tasks and common formative assessments.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data especially in relation to EL</p>	<p>E6: PD agendas and PLC protocols will allow for teachers to share class, grade level and collaborative data, especially for targeted groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc). Minimum day calendaring and PLC cycles reflect alignment to testing, grading cycles and other school/district related needs.</p>
	<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>L8 Principal and Leadership Team allocate time and support for teachers to collaborate and build capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for EL students</p>	

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 101

School: Allendale 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)	Girls Inc-Year 3 of Contract	Culture & Climate	A1.6 After School Programs	5825				101-1
\$13,000.00	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				101-2
\$350.00	General Purpose Discretionary	Refreshments	Culture & Climate	A3.3 Family Engagement focused on Literacy Development	4311				101-3
\$21,340.97	General Purpose Discretionary	Setaside for Site-Funded TSA/ITL	Literacy	A2.1 Implementation of the CCSS & NGSS	4399				101-4
\$8,000.00	General Purpose Discretionary	Copier Maintenance	Mathematics	A2.3 Standards-Aligned Learning Materials	5610				101-5
\$8,659.03	General Purpose Discretionary	Service contract for SEL Coach	Culture & Climate	A2.2 Social Emotional Learning	5825				101-6
\$12,000.00	General Purpose Discretionary	Funds for contracts	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				101-7
\$23,693.17	LCFF Supplemental	Teacher Prep EEIP Providing teachers with prep period through science and engineering instruction as well as supporting socioemotional development of students by leading COST and SSTS	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0088	0.20	101-8
\$45,286.40	LCFF Supplemental	STIP Provide STEAM based academic and socioemotional enrichment directly to students. STIP shall also focus socioemotional enrichment to Black males and boys of color in an effort to decrease URF referrals and improve attendance.	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0604	1.00	101-9
\$47,716.15	LCFF Supplemental	STIP Providing teachers with prep period for strategic and collaborative planning that will drive student achievement	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0454	1.00	101-10

\$52,342.24	LCFF Supplemental	ITL/TSA: Provide curriculum, instruction and student support targeting ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K students including but not limited to a) classroom environments b) instructional practices c) student engagement and interactions d) materials and resources e) outreach, wellness, and extended services to families impacted by low income and/or have had difficult transitions or traumatic life events, such as newcomers who just transitioned to the U.S., families of foster youth, or homeless/displaced families	EL Reclassification	A2.1 Implementation of the CCSS & NGSS	1119	12 MONTH CLASSROOM TSA	C12TSA0046	0.50	101-11
\$495.35	LCFF Supplemental	Extended contracts family workshops	Culture & Climate	A3.3 Family Engagement focused on Literacy Development	1120				101-12
\$87.02	LCFF Supplemental	Supplies to support academic acceleration	Mathematics	A2.3 Standards- Aligned Learning Materials	4310				101-13
\$7,657.76	LCFF Supplemental	Setaside for Central ITL match	Literacy	A3.2 Reading Intervention	4399				101-14
\$32,702.94	LCFF Supplemental	Setaside for Site-Funded TSA/ITL	Literacy	A2.1 Implementation of the CCSS & NGSS	4399				101-15
\$12,151.00	LCFF Supplemental	Salary .1 School Psychologist	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5734				101-16
\$17,820.00	LCFF Supplemental	Service contract for MOCHA	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				101-17
\$52,342.24	Title I: Basic	ITL/TSA: Provide curriculum, instruction and student support targeting ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K students including but not limited to a) classroom environments b) instructional practices c) student engagement and interactions d) materials and resources	Literacy	A3.2 Reading Intervention	1119	12 MONTH CLASSROOM TSA	C12TSA0046	0.50	101-18
\$20,433.11	Title I: Basic	Academic Mentors	Literacy	A3.2 Reading Intervention	2928				101-19
\$43.12	Title I: Basic	Supplies	Mathematics	A2.3 Standards- Aligned Learning Materials	4310				101-20
\$1,790.91	Title I: Parent Participation	Parent Workshops	Culture & Climate	A3.3 Family Engagement focused on Literacy Development	5825				101-21

Title I School Parental Involvement Policy: 2017-18

Allendale Elementary

3670 Penniman Ave,
Oakland, CA 94619

Part 1. General Expectations: Involvement of Parents in the Title I Program

Allendale Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- 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
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of how the School will implement required School Parental Involvement Policy components Building Parent Capacity for Involvement

- 1) **Allendale Elementary** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - PTO (Parent Teacher Organization) announcement and invitation
 - Regular Announcements to students over the school intercom
 - Tiger Times School Bulletin/Allendale Teacher Bulletin
 - OUSD Parent Signature of Parent Guide Book
 - Allendale Elementary Handbook

- 2) **Allendale Elementary** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Posting in the school office, hallways
 - School website
 - Tiger Times School Bulletin/Allendale Teacher Bulletin
 - PTO (Parent Teacher Organization)

- Filers
 - School Mailings
- 3) **Allendale Elementary** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the SSC will approve the updated policy.
 - SSC (School Site Council) agenda every year for review
 - School Staff
 - 4) **Annual Title I Meeting.** **Allendale Elementary** will convene an annual Fall meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan
 - 5) **Allendale Elementary** will provide information about Title 1 programs to parents of participating children in a timely manner:
 - The information will be provided using the procedures described in Part 2, #2, above.
 - Information about the Annual Title I Meeting will be provided at fall registration.
 - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
 - Annual Title I Meeting
 - SSC meetings
 - 6) **Allendale Elementary** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - Back to School Night
 - Grade Transition Nights
 - 7) **Allendale Elementary** provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - Opportunity to request items in advance to include on meeting agenda
 - 8) **Allendale Elementary** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Back to School Night
 - Teacher Conferences
 - **Allendale Elementary** Handbook
 - School Announcements
 - 9) **Allendale Elementary** will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
 - Office of the Ombudsperson
 Contact: Mr. Gabriel Valenzuela, Ombudsperson
 Address: 1000 Broadway, Suite 150, Oakland, CA 94607
 Email: Gabriel.Valenzuela@ousd.org

Allendale Elementary has jointly developed with and distributed to parents of Title I students a School-Home Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) **Allendale Elementary** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - PTO (Parent Teacher Organization)
 - SSC (Collaborative School Site Council)
 - The school district's Parent Options Program
 - Fliers
 - The school's website
 - The school's outdoor marquee
 - The School Site Principal will be responsible for the overall program of parental involvement.

- 2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
 - The requirements of Title I
 - How to monitor their child's progress
 - How to work with educators

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

 - Parent Handbook
 - School Bulletins/Newsletters
 - Report Cards
 - Information Nights
 - Progress Reports (distributed every six weeks)
 - Annual Title I Meeting

- 3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - Providing information to parents on district trainings and information student improvements
 - Parent Education Evenings and events

- 4) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - Staff Retreats
 - Staff Professional Developments
 - Staff Professional Learning Communities

- 5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - Back to School Nights
 - Information Nights
 - PTO (Parent Teacher-Organization)
- 6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand.

Accessibility

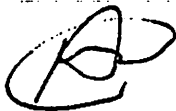
The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:

- Provide bilingual translation when needed and possible
- Provide accessibility aids, equipment, and architecture to the extent practicable.

Part 4. Adoption

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

The policy was adopted by Allendale School Site Council on 1/23/18 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Allendale's notification to parents of this policy will be in an understandable uniform and, to the extent practicable, provided in a language the parents can understand.



Desiree Mies

1/29/18

Allendale

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_____.



OFFICE OF ACCOUNTABILITY PARTNERS

2017-2018
School Site Council Membership Roster – Elementary

School Name: Allendale Elementary School

Chairperson : Alma Piedras
Vice Chairperson: Dawn Edwards
Secretary: Gina Lozito

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Desiree Miles	X			
Lynette Davis		X		
Patience Nwadugbo			X	
Janet Jackson		X		
Dawn Edwards				X
Avery Dollar				X
Gina Lozito		X		
Sara Salvaggio		X		
Alma Piedras				X
Lilia Perez				X
Esmeralda Hernandez				X
Haydee Garcia				X
Miriam del Aguila				X
Francisca Duenas				X
Lorena Hernandez			X	
Susan Naclerio		X		

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

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

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