

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

March 8, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Gloria Gamblin, Interim Chief Financial Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

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

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Piedmont Avenue Elementary School  
**CDS Code:** 1612596002117  
**Principal:** Zarina Ahmad  
**Date of this revision:** 5/11/2016

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

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

**Contact:** Zarina Ahmad  
**Address:** 4314 Piedmont Ave.  
Oakland, CA 94611

**Position:** Principal  
**Telephone:** 510-654-7377  
zarina.ahmad@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

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

# 2016-2017 Single Plan for Student Achievement Recommendations and Assurances

**School Site:**

Piedmont Avenue Elementary School

**Site Number:** 146

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

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:** 4/12/2016

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

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

**Signatures:**

Zarina Ahmad  
Print name of School Principal

Zarina Ahmad  
Signature

5-25-2016  
Date

Danielle Justesen  
Print name of SSC Chairperson

Danielle Justesen  
Signature

5-25-2016  
Date

Kyla Trammell  
Print name of Network Superintendent

Kyla Trammell  
Signature

5/26/16  
Date

Ruth Alahydoian  
Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian  
Signature

5-26-16  
Date

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

**School Site:** Piedmont Avenue Elementary School

**Site Number:** 146

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
11/10/2015	SSC	Reviewed the Focused Annual Plan and assessment data as we discussed the need to adopt the
12/8/2015	SSC, PTA	Discussed and planned Parent Education session to train parents how to support students with learning. The sessions will be by grade level, led by classroom teachers. One session on Math, then another on reading. The Literacy Lab will lead the sessions for TK/K. This is reflected as a part of our organizational goals.
1/12/2016	ILT, Staff, SSC, PTA	Completed a cycle of inquiry using SRI, F&P and Math CEOU data reports to see how student were progressing.
2/9/2016	SSC	At the SSC meeting, I spoke with parents, teachers and community members about our assessment data. We used the data to begin discussion about our Focused Annual Plan and SPSA for the upcoming year. We decided to keep the same focus on BAL but to zoom in on small reading group instruction at differentiated levels.
4/12/2016	SSC	Review the final suggestions for updating the SPSA. Although math is not a big focus, we adopting some strategies to include in the plan to ensure math instruction is aligned for teaching and learning.

## 2016-2017 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	\$42,369.90	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$150,546.50	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$289,795.57</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$67,376.53	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,727.13	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
<b>TOTAL:</b>	<b>\$69,103.66</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

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At Piedmont Avenue Elementary School, we inspire children to love learning. We emphasize student engagement in every classroom with a culture of high academic expectations and a rigorous curriculum based on the Common Core Standards. We are a Blending Learning Community focused on personalized learning with use of technology daily. Leveled classroom libraries, academic group discussions, FOSS Science; and data-driven acceleration and challenge lessons are some of the strategies we use to ensure academic enrichment activities such as our computer lab, sport/game time, gardening, instrumental music, library, and African Dance. We promote collaboration, equity, and cultural competence. We see our cultural diversity as an asset and we celebrate our love and respect for each other with ongoing multicultural activities. We have community partnerships with the Department of African American Male Achievement, Experience Corps, Reading Partners, Excel Reading, Faith Network, and Oakland Technical High School Tutors. As a Full-Service Community School, we have the Piedmont Avenue Branch of the Oakland Public Library and we offer counseling services from the Ann Martin Wellness Center on our site. Our faculty, support staff and volunteers act as a team committed to keeping student achievement at our core. We believe every child will succeed. We promote a college going culture, naming each classroom after a college. Our family partnerships involve parents in are also active on our PTA, SSC, and Dad's Club. We offer an extended learning day through our after school program, C.L.A.S.S. (Children Learning After School Successfully), and our volunteers from Evergreen Church. Join our school family and be a part of the Piedmont Avenue Panther Pride! Go PANTHERS!

### School Mission and Vision

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**Vision:** We at Piedmont Avenue Elementary School believe every child can develop a love of learning. We believe every teacher can stimulate our students' minds in ways that will promote learning and successful achievement. We believe that every student can achieve beyond average academic skills. Instead our students will develop high level critical thinking, problem solving and social skills to achieve personal excellence while preparing for higher education and to participate in a global society with respect for diversity.

**Mission:** Students love learning and are taught in ways that prepare them to make unlimited academic and personal success. To accomplish our vision we will work to build a community and culture of high expectations for students, staff, families and extended community partners. We seek to accomplish this through the use of a standards based, data driven approach to planning and differentiation of instruction. All faculty and support staff members commit to cohesive and aligned instructional practice, to the principles for collaboration and equity. Our family partnership plan involves families in high levels of data inquiry and supports their development as partners in academic achievement. Our Extended Learning Program provides targeted academic support, enrichment that includes technology, performing and visual arts, and recreation in addition to multiple leadership opportunities.

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>Rigorous Academics in ELA and Mathematics</b>
<b>Major Improvement Priority #2:</b>	<b>Personalized Learning</b>
<b>Major Improvement Priority #3:</b>	<b>Parent/Family Engagement</b>

### MAJOR IMPROVEMENT PRIORITY #1: Rigorous Academics in ELA and Mathematics

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Most students showed growth on the 2 out of 3 SRI and F&P reading assessments.	44% of African American students are reading multiple years below grade level as measure by the 2nd SRI assessment.
34% of African American students are reading at/above grade level on the 2nd SRI assessment which is 10% growth from the 1st assessment.	43% of Latino students are reading multiple years below grade level as measured by the 2nd SRI assessment.
58% of Latino 5th graders are reading at/above grade level as measured by the SRI.	48% of males are reading multiple years below grade level as measured by the SRI.
41% of African American 5th graders are reading at/above grade level as measured by the SRI.	55% of Latino 3rd graders are reading multiple years below grade level as measured by the SRI.

#### ROOT CAUSE ANALYSIS for Priority #1

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Based on the data from the SRI and the F&P reading assessments, students are making growth in reading at all grade levels and in all demographic groups. The growth is based on the use of the Lucy Caulkins reading workshop including leveled reading groups, independent leveled reading books, mini lessons and small group instruction. Students have also used the Lexia online reading program with blended learning strategies. Professional development on the use of Lucy Caulkins was the focus of several teacher trainings. Observation and feedback was given on the use readers workshop. An area of strength for organizational practices is the weekly schedule for professional learning communities. During PLC time, teachers are using data lead cycles of inquiry to plan reteach lessons and share best practices. An area for growth is that new teachers have not been trained about the importance the PLC and may not organically value the process. Leadership needs to provide more learning development in the area of PLC to support new teachers and staff. Preparation for PLC time in terms of what to bring on a regular basis needs to be shared ahead of time so teachers are prepared for every PLC without spending time going back to their rooms to get materials.

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

Several of the lowest performing students have attendance concerns and miss reading instruction. The Lucy Caulkins curriculum and instruction was not taught by some teachers because they were new and/or had not received training. Classroom and behavior management issues have interrupted learning in some classes where teachers have struggled with their students. English Language development was not a schoolwide focus which may have led to the number of Latino students reading multiple years below grade level.

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

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	50% of all students in grades 3-5 will show proficiency in grade level reading by end of the course .	SBAC ELA	All Students	32%	40%	50%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	55% of all students in grades 2-5 will improve their reading score by at least one grade level as measured by the SRI/F&P.	SRI	Low- Income Students	41%	49%	55%	3: Students are reading at or above grade level.
Academic	100% of all TK/K-1 students will perform at or above grade level in reading skills as measured by the F&P assessment.	F&P	All Students	75%	80%	100%	5: Students are engaged in school everyday.
Academic	40% of EL students will perform at or above grade level in reading skills as measured by the SRI assessment.	SRI	English Learners	19%	30%	40%	4: English learners are reaching English fluency.
Academic	40% of all students in grades 3-5 will perform at or above grade level in math as measured by the SMI.	SBAC Math	All Students	19%	30%	40%	2: Students are proficient in state academic standards.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

<b>Major Improvement Strategy for this priority:</b> <i>Standards-Driven Planning in ELA and Mathematics</i>
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### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
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Teachers will create reading and math goals for students that teachers review with students.	Schedule administration F&P monthly assessments for at least the 5 focal students, Schedule math assessments for the end of each unit.	Substitutes can be hired to support students if the need to support more than five students.
Teachers will plan weekly assessment tasks and daily checks for understanding of objectives. Teachers will assess students and inform them and their parents of students' independent reading level during the first two weeks of school. During the grade level PLC the teachers will review assessments by using a cycle of inquiry and create reading groups based on reading levels. Teachers will plan reading lessons and plan reteach lessons based on the assessment results. Teachers will schedule diagnostic and benchmark assessments to identify student strengths and needs, monitor progress, and inform planning throughout the year.	PD will be led by TSA to support teachers form small reading groups and learn to implement Lucy Caulkins reading workshop program. Schedule extra minimum days during the first two weeks of school for assessments and parent conference or home visits.	Set instructional minutes and budget to cover for additional minimum days for home visits and or parent conferences.
Teachers will plan and teach reading workshops 4/5 times a week and plan and teach Common Core aligned math lessons that include academic discussions and group work.	The TSA will lead BAL PD focused on reading and writing workshop. Principal and alternate observers will observe teaching practice and provide feedback to teachers.	The ILT will actively engage their grade level teams to focus on reading and writing workshop components in the grade level clusters by sharing plans.
Teachers will hold reading and writing workshop lessons, 5 days a week including mini lessons, independent reading, academic discussions, and guided reading instruction. Teachers will monitor the student reading goals/progress on standards based math units.	The principal and TSA will observe lesson and provide feedback to teachers.	Weekly PD planned by ILT and ELA lead teacher.
The After School Program, CLASS (Children Learning After School Successfully) will teach students using BAL components and know the students reading levels. Teachers will hold parent conferences and parent education workshops during the 1st and 2nd trimesters to review student progress and assist parents with being partners in education.	The After School teachers will attend PD and learn the BAL teaching structures and strategies.	BAL PD will be before school starts to allow attendance of after school teachers.
Teachers will hold quarterly parent workshop sessions to help parents learn how to support students with reading growth and math achievement as they review their assessments and review their goals.	The principal will help inform parents of parent education workshops and fund teachers to lead the workshops.	Supplies, materials and books will be purchased to support parent education sessions.
Teacher will provide Kindergarten and First Grade English Language Learners and Newcomers will receive small group ELD instruction with the Language for Learning program.	The principal and office staff will inform teachers of the students who need intensive English language development support.	Schedules will be created for the K-1 and newcomer ELD pull out program.

TSA/CCTL will provide EL D to students in grades 2-5. Students with CELDT level of 1-3 will receive pull out services to support language acquisition.	The principal and TSA will review CELDT scores and assign students based on their level to EL pull out groups as they lead PD on ELD strategies such as frontloading, wait time, using visuals and other resources.	Schedules will be created for the 2-5 grade students who need ELD pull out program.
Teachers will create a daily/weekly schedule that will allow for teaching all content areas weekly including assessment tasks and daily checks for understanding of objectives.	Professional development on lesson planning and creating assessments will help teachers use data to guide and plan individual reading progress.	PD schedules, lesson planning examples, monitoring systems.
The Manhood Development Facilitator from the Department of African American Male Achievement will use specified curriculum to engage African American boys in reading, writing and development of character values needed for success as they navigate in an urban setting.	The principal will meet regularly with the Manhood Development facilitator to review the lesson plans, schedules, field trips and needs of the program and its participants. The principal will also support the acquisition and development of library skills for the MDF.	Schedules, PD, lesson plans, student work samples, field trip buses, calendar family engagement events.

**MAJOR IMPROVEMENT PRIORITY #2: Personalized Learning**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #2**

Student Performance Strengths	Student Performance Challenges
60% of all students are using the Lexia reading program and moving up to more challenging reading levels.	11/14 classroom use online teaching tools on the chromebooks daily.
Students in grades 4-5 are using google docs to write papers and submit assignments.	The five TK-1 classrooms have 6 ipads each. The nine 2-5 classrooms share 6 chromebooks.
Students use chromebooks daily during small group instructions as they work on their personal learning goals in reading and math.	Proficiency rate on the SBAC in ELA was 32% and in Math was 19%.

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

The data shows that students in grades 4-5 have a 1:1 ratio with chromebooks. The students in grade 2-3 have a 2:1 student to chromebook ratio. Students who accessed the Lexia program regularly made reading growth. Not all students are given access to Lexia regularly and are therefore not making growth. Small group instruction with use of technology happens in most classes but not all.

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

Students who accessed the Lexia program regularly made reading growth. Not all students were given access to Lexia regularly and therefore did not make growth with the use of Lexia or technology. Small group instruction does not happen successfully in some classes due to behavior management or lack of teacher planning. The grade levels with more small group instruction made more growth.

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

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	100% of teachers will increase the quantity of blended learning time allowing students to focus on their personalized learning goals 4 days a week for at least 30 minutes.	SBAC ELA	Low- Income Students	32%	40%	50%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	100% of teachers will implement a Blended Learning model, 60 minutes per week, in grades 2-5, to accelerate reading skills.	SBAC ELA	Low- Income Students	41%	49%	55%	2: Students are proficient in state academic standards.
Academic	100% of teachers will implement a Blended Learning model TK-1 teachers and 90 minutes per week to accelerate reading skills.	F&P	English Learners	85%	90%	100%	3: Students are reading at or above grade level.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:** *Teachers use technology to differentiate instruction, monitor progress of every student, and engage students and their parents/guardians. Increase the number of minutes for the use of technology.*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will increase the number of minutes that they give students the opportunity to use the technology in the classroom to at least 30 minutes daily.	The principal, science lead teacher and ILT will plan PD on Blended Learning. Principal and TSA will use Learning Management platforms to monitor implementation	PLC and planning time will be scheduled for teacher planning.
Teachers will use the formative weekly assessments from Lexia and have ongoing cycle of inquiry to plan reteach lessons for mastery.	Principal and ILT will monitor reading acceleration via Lexia assessments	Substitutes will be hired to cover teachers while they can assess and have grade level cycles of inquiry.

Teachers will have 4th-5th grade students learn about google docs and submit forms and assignments using google docs on a regular basis.	Training for google docs will be given to teachers. Principal and alternate observers will observe teachers and provide feedback about instruction.	Schedule a series of on going pd on google docs.
Teachers will plan and schedule personalized learning opportunities using chromebooks daily to better support student groups including GATE, ELL, and Foster Youth.	The Technology Lead Teacher will make sure chromebooks and network service is ready for daily student use.	Schedule will allow time for weekly grade level Professional Learning Communities, teacher planning and cycle of inquiry to inform teachers of student levels.
Teachers will Khan Academy and Magna High as blended learning tools to address math achievement and personalised learning.	Computer teacher and math lead will lead PD on the use of blended learning strategies for math personal learning growth.	Plan PD and prepare materials for teacher learning.
Daily math lessons using the Swun math lesson design to deliver instruction will be used which includes 5-6 individual problems, group discussion with consensus and presentations.	Math lead teacher will lead PD for teachers about Swun lesson design and the structure of daily math lessons.	Plan PD and prepare materials for teacher learning.
Teachers will set class goals and lead students to set individual goals for reading and math after each assessment. The goals will be posted and discussed.	Peer observation and learning walks to see evidence of goal setting.	

**MAJOR IMPROVEMENT PRIORITY #3: Parent/Family Engagement**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #3**

Student Performance Strengths	Student Performance Challenges
The 2nd SRI data showed that African American students made 10% growth in reading. 24% at/above to 34%.	55% of African American students are reading below grade level.
The 2nd SRI data showed that Latino students made 7% growth in reading. 29% at/above to 36%.	17% of low income students have chronic absences
58% of parents completed the CHKS	23% of Latino students have chronic absences
Parent participation rate in parent education sessions increased in 1st and 5th grade by 50% going from 10 parents participates to 20. TK-K had over 30 participants.	20% of parents do not attend parent teacher conferences.

**ROOT CAUSE ANALYSIS for Priority #3**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Parent participation rate in the reading parent education sessions increased in 1st and 5th grade by 50% going from 10 parents participates to 20. TK-K had over 30 participants. The parent education sessions taught parents how to support their children with developing good reading skills to meet the Common Core standards Overall, reading scores show growth by 10% points.

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

Teachers led the parent education sessions and supported getting parents to attend by making personal phone calls in addition to the robo call made by the principal. Although the parent participation level showed growth by 50%, only 1/3 of the parents actually participated. Later in the year, the math parent education sessions showed a decrease in participation. As a school, these later sessions were not promoted as well as the earlier reading sessions and there were fewer teachers who committed to lead the sessions.

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

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Increase family engagement in school activities, parent education sessions and parent participation in the classroom by 10 percentage points as measured by sign in sheets, attendance and student achievement on district and state assessments.	Culture/ Climate: Parent	Low- Income Students	58% participation rate on CHKS	65% participation rate on CHKS	75% participation rate on CHKS	6: Parents and families are engaged in school activities.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase family engagement in supporting students with homework completion to have 95% of all student complete homework accurately and timely.	SBAC Math	Low- Income Students	80%	85%	95%	6: Parents and families are engaged in school activities.
Social/Emotional	Increase the number of students who arrive to school on time by 15%.	Culture/ Climate: Parent	All Students	75%	85%	95%	6: Parents and families are engaged in school activities.
Climate & Culture	Decrease the number of chronically absent Latino students by 18%.	Culture/ Climate: Parent	Latino Students	23%	17%	5%	5: Students are engaged in school everyday.
Climate & Culture	Increase the number of incoming TK/Kindergarten families that attend the welcome events such as the Meet and Great Play Day in July, the Kindergarten Round UP in August and the Kindergarten Orientation the Friday before school begins by 20%.	Culture/ Climate: Parent	All Students	60%	70%	80%	6: Parents and families are engaged in school activities.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *Students and families are engaged as equal partners, setting long-term and short-term goals and developing personalized plans to meet them.*

### KEY PRACTICES FOR PRIORITY #3

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

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	CLASS (Children Learning After School Successfully) will provide an extended learning day for lower performing students in grades 1-5. The teachers will work closely with the school day teachers to align curriculum pacing, review assessment data and instructional strategies.	The After School Program, CLASS (Children Learning After School Successfully) will teach students using BAL components and know the students reading levels. Teachers will hold parent conferences and parent education workshops during the 1st and 2nd trimesters to review student progress and assist parents with being partners in education.	A1.6: After School Programs	5825	n/a	n/a	n/a	146-1	146
\$6,500.00	General Purpose Discretionary	Copier Maintenance Agreement	Teachers will create a daily/weekly schedule that will allow for teaching all content areas weekly including assessment tasks and daily checks for understanding of objectives.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	146-2	146
\$5,500.00	General Purpose Discretionary	A consultant will be hired to teach African Dance before school to increase physical fitness opportunities will teaching traditional rhythms and patterns to students in grades 1-5. Program also supports the need for morning supervision.	African Dance and music class will be taught to give students the opportunity to display artistic talents at parent engagement events.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	146-3	146
\$7,897.98	General Purpose Discretionary	Buses for field trips to support the Next Generation Science Standards such as Chabot Science Center, Exploratorium, the California Academy of Science, the Oakland Museum, Mosaic Project, the Oakland Zoo and more.	Funding will be assigned for field trip buses.	A2.1: Implementation of CCSS & NGSS	5826	n/a	n/a	n/a	146-4	146
\$9,500.00	General Purpose Discretionary	The Lexia online reading program license will be purchased to support blending learning reading in all grades TK-5.	Teachers will plan and schedule personalized learning opportunities using chromebooks daily to better support student groups including GATE, ELL, and Foster Youth.	A2.8: Data & Assessment	5846	n/a	n/a	n/a	146-5	146
\$6,500.00	General Purpose Discretionary	Extended contracts for teachers to provide Tier 2-3 intervention with small groups of students, lead parent education sessions and additional professional development.	Teachers will hold quarterly parent workshop sessions to help parents learn how to support students with reading growth and math achievement as they review their assessments and review their goals.	A6.5: Academic Parent-Teacher Communication & Workshops	1120	n/a	n/a	n/a	146-6	146
\$2,000.00	General Purpose Discretionary	Substitute teachers will be hired to support students during F&P testing.	Substitutes will be hired to cover teachers while they can assess and have grade level cycles of inquiry.	A2.8: Data & Assessment	1150	n/a	n/a	n/a	146-7	146
\$3,000.00	General Purpose Discretionary	School secretary, attendance clerk and noon supervisor will extend their work hours for registration, family engagement and other parent engagement and office duties.	Noon supervisor will be trained to support and engage parents when they visit.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2220	n/a	n/a	n/a	146-8	146
\$1,471.92	General Purpose Discretionary	Funds to purchase supplies	Supplies, materials and books will be purchased to support parent education sessions.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	146-9	146
\$65,120.71	LCFF Supplemental	TSA will support CELDT Testing, ELD intervention, low performing readers in grades 2-5, interim and summative (SBAC) assessment coordination, new teacher support, professional development, professional learning communities, restorative justice practices, morning supervision, ELA lead focused on Lucy Caulkins curriculum and support the school library.	TSA/CCTL will provide EL D to students in grades 2-5. Students with CELDT level of 1-3 will receive pull out services to support language acquisition.	A4.1: English Learner Reclassification	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.76	146-10	146

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$44,260.98	LCFF Supplemental	The computer lab teacher will teach computer science skills such as coding, keyboarding and overall use of technology to all students in grades TK-5. The computer teacher will support the school with software licenses such as Lexia, Staff Fall, Magna High, Khan Academy and more. In addition to weekly computer classes, the computer teacher will hold pd sessions to support teachers with Blended learning strategies, google docs, and other chrome book skills. The computer teacher will also support the use of technology with SBAC, SRI, SMI and other electronic assessments. The computer teacher will also lead the CHKS survey for our school ensuring that students, parents and staff all complete the survey.	Teachers will plan and schedule personalized learning opportunities using chromebooks daily to better support student groups including GATE, ELL, and Foster Youth.	A3.1: Blended Learning	n/a	10 MONTH CLASSROOM TSA	C10TSA0044	0.4	146-11	146
\$20,090.00	LCFF Supplemental	Manhood Development Facilitator will be hired to lead the African American Male Achievement program at our site. The facilitator will teach lessons to support the language skills and social emotional development of boys in all grades will a focus on the 4-5 grades. The classes will be held in the library. The MDF will also help reshelve books and provide library skills lesson to students as they will be allowed to check out books.	The Manhood Development Facilitator from the Department of African American Male Achievement will use specified curriculum to engage African American boys in reading, writing and development of character values needed for success as they navigate in an urban setting.	A2.2: Social Emotional Learning	5733	n/a	n/a	n/a	146-12	146
\$2,222.90	LCFF Supplemental	Field Trip Buses	Funding will be assigned for field trip buses.	A2.2: Social Emotional Learning	5826	n/a	n/a	n/a	146-13	146
\$14,851.90	LCFF Supplemental	Supplies to support teaching and learning	Teachers will plan and teach reading workshops 4/5 times a week and plan and teach Common Core aligned math lessons that include academic discussions and group work.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	146-14	146
\$4,000.00	LCFF Supplemental	Meeting refreshments for parent meetings and professional development sessions for teachers.	Schedules, PD, lesson plans, student work samples, field trip buses, calendar family engagement events.	A2.5: Teacher Professional Development for CCSS & NGSS	4311	n/a	n/a	n/a	146-15	146
\$20,564.44	Measure G (School Libraries)	TSA will support CELDT Testing, ELD intervention, low performing readers in grades 2-5, interim and summative (SBAC) assessment coordination, new teacher support, professional development, professional learning communities, restorative justice practices, morning supervision, ELA lead focused on Lucy Caulkins curriculum and support the school library.	TSA/CCTL will provide EL D to students in grades 2-5. Students with CELDT level of 1-3 will receive pull out services to support language acquisition.	A4.1: English Learner Reclassification	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.24	146-16	146
\$435.56	Measure G (School Libraries)	Books other than textbooks will be purchased and cataloged into the school library.	The principal will meet regularly with the Manhood Development facilitator to review the lesson plans, schedules, field trips and needs of the program and its participants. The principal will also support the acquisition and development of library skills for the MDF.	A3.2: Reading Intervention	4200	n/a	n/a	n/a	146-17	146
\$10,000.00	Measure G (TGDS)	Extended contracts for teachers to provide time for teacher reflection and post observation conferences with the principal. New teachers will also have extended contracts for additional professional development and new teacher PLC cohort meetings supported by TSA.	The TSA will lead BAL PD focused on reading and writing workshop. Principal and alternate observers will will observer teaching practice and provide feedback to teachers.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	1120	n/a	n/a	n/a	146-18	146
\$3,984.00	Measure G (TGDS)	Substitute teachers will be hired to teach as teachers do peer observations.	Peer observation and learning walks to see evidence of goal setting.	A2.6: Teacher Evaluation	1150	n/a	n/a	n/a	146-19	146
\$97.82	Measure G (TGDS)	Awards will be given to teachers who complete their rookie year, complete tenure and to those who retired.	The principal and TSA will observe lesson and provide feedback to teachers.	A2.6: Teacher Evaluation	4310	n/a	n/a	n/a	146-20	146



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$24,825.00	Program Investment	Manhood Development Facilitator will be hired to lead the African American Male Achievement program at our site. The facilitator will teach lessons to support the language skills and social emotional development of boys in all grades will a focus on the 4-5 grades. The classes will be held in the library. The MDF will also help reshelve books and provide library skills lesson to students as they will be allowed to check out books.	The Manhood Development Facilitator from the Department of African American Male Achievement will use specified curriculum to engage African American boys in reading, writing and development of character values needed for success as they navigate in an urban setting.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733	n/a	n/a	n/a	146-21	146
\$66,391.48	Title I Basic	The computer lab teacher will teach computer science skills to low income, foster youth and English language learners. The curriculum will include coding, keyboarding and overall use of technology to all students in grades TK-5. The computer teacher will support the school with software licenses such as Lexia, Staff Fall, Magna High, Khan Academy and more. In addition to weekly computer classes, the computer teacher will hold pd sessions to support teachers with Blended learning strategies, google docs, and other chrome book skills. The computer teacher will also support the use of technology with SBAC, SRI, SMI and other electronic assessments. The computer teacher will also lead the CHKS survey for our school ensuring that students, parents and staff all complete the survey.	The Technology Lead Teacher will make sure chromebooks and network service is ready for daily student use.	A3.1: Blended Learning	n/a	10 MONTH CLASSROOM TSA	C10TSA0044	0.6	146-22	146
\$985.05	Title I Basic	Supplies to support teaching and learning for low income, foster youth and English language learners.	Supplies, materials and books will be purchased to support parent education sessions.	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	146-23	146
\$1,727.13	Title I Parent Participation	Parent Education session will be led by Oakland Parents Together. They will support parents and guardians as they learn and share parenting skills to improve overall academic and social emotional skills.	The principal will help inform parents of parent education workshops and fund teachers to lead the workshops.	A3.3: Family Engagement focused on Literacy Development	5828	n/a	n/a	n/a	146-24	146

# Piedmont Avenue Elementary School Compact

School Name

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

## Student Pledge:

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

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

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

## Parent/Guardian or Family Member Pledge:

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

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

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

## Teacher Pledge:

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

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

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

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

Signed on this   9   day of  September , 20  15 .



## **Title I School Parental Involvement Policy 2015-16**

(Blue fonts indicate an area that needs to be completed)

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

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

Piedmont Avenue

agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

The Title One meeting will happen on Sept. 9, 2015 at 6pm for the 2015-16 school year. Notices will be posted, sent home and a robo call will be made to inform all parents. All parents will meet in the auditorium, be addressed by the principal and the SSC parents with a power point presentation to cover all of the requirements.

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

The first meeting will be on Sept. 9, 2015.  
A make up meeting will be on Oct. 13, 2015

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

All Title One parents will be informed of the School Site Council Meetings, which will be the second Tuesday of each month. Notices will be sent home, posted and a robo call will be made monthly for each meeting.



OFFICE OF ACCOUNTABILITY PARTNERS

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

The SSC minutes will be made available for all parents of Title One students immediately following the meetings.

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

A power point presentation will be given to explain the curriculum, review data and goals.

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

All parents of Title One students will have the opportunity to participate in monthly SSC meetings. Parent can also request meetings with the principal regarding decisions about student education.

### School-Parent Compact

(Name of school) Piedmont Avenue :

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



## Building Parent Capacity for Involvement

(Name of school) Piedmont Avenue:

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress

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

A power point presentation will explain the Common Core Standards, the NGSS standards, data, goals and suggestions for parent to support students with academic achievement.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

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

Ongoing parent educations sessions in reading, writing and math led by teachers will happen monthly to help parents improve their children's academic achievement.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

Teachers will attend professional development session to learn how to assist Title One parents to support student academic achievement.



## OFFICE OF ACCOUNTABILITY PARTNERS

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- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

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

Family Reading Night, Family Science Night, Winter Holiday Concert will be opportunities that will include Title One parent involvement activities to support parents with participation in the education of their children.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

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

All parents will be informed of meetings and other school events with a school calendar, notices sent home, notices posted and robo calls.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

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

Teachers will support parents during the parental activities to ensure they understand the Title One information and suggestions for supporting their students with academic achievement.

## Accessibility

- 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.

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

Translation services will be provided at meetings. Notices will be translated into home languages of students such as Spanish, Chinese, Arabic.



## Adoption

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

This policy was adopted by the (Name of School) Piedmont Ave School Site Council on (Date) 09/09/15 and will be in effect for the 2015-16 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 (Name of school) Piedmont Avenue's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

*Yasmin Ahmad*  
(Principal's Signature)

September 9, 2015  
(Date)





## School Site Council Membership Roster - Elementary

School Name: Piedmont Avenue

School Year: 2015-16

<b>Chairperson :</b> Danielle Justesen	<b>Vice Chairperson:</b> Katheryn Smith Evans
<b>Secretary:</b> Mareme Ndiaye	<b>*LCAP Parent Advisory Nominee:</b> Katheryn Smith Evans
<b>*LCAP EL Parent Advisory Nominee:</b> Mareme Ndiaye	<b>*LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Zarina Ahmad	x			
Danielle Justesen		x		
Chansell Evans-Green		x		
Eleanor Lewis		X		
Connie Terrell			x	
Katheryn Smith-Evans				x
Gloria Perkins				x
Mareme Ndiaye				x
Rumama Remedon				x
Victor Evans				x

Meeting Schedule (day/month/time)	09/08/2015 -Second Tuesday of every month at 5:00pm
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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

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

Revised 9/2/15