

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 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
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Allendale Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Allendale Elementary School
CDS Code: 1612596001630
Principal: Charles Miller
Date of this revision: 6/5/2017

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: Charles Miller
Address: 3670 Penniman Avenue
Oakland, CA 94619

Position: Principal
Telephone: 510-535-2812
Email: charles.miller@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 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"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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: 5/3/17

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

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

Signatures:

Charles Miller



School Principal

Signature

5/3/17

Date

MEAGHAN MATSUOKA



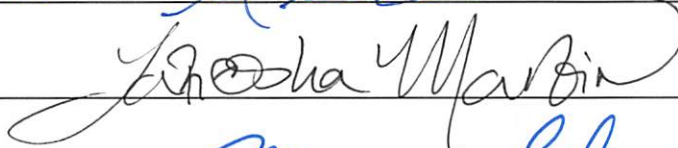
Print name of SSC Chairperson

Signature

5/3/17

Date

LaResha Martin



Network Superintendent

Signature

5/3/17

Date

Marcus Silvi



Coordinator, Office of Accountability Partners

Signature

5/25/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/12/2016	Allendale Teachers	We discussed the main SPSA focus areas for this year.
12/14/2016	SSC	We discussed the main SPSA focus areas for this year including input from staff.
2/13/2017	Allendale Faculty and Staff	We reviewed the "one-pager" with our faculty and staff and discussed the program implications of enrollment and accompanying budget reductions.

2017-2018 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	\$61,235.52	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$193,613.13	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$95,961.73	TBD
TOTAL:	\$350,810.38	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$60,611.72	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,029.80	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$62,641.52	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Allendale Elementary, located in the Allendale Park neighborhood of East Oakland, is a vibrant community devoted to 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 focuses on technology, utilizing three mobile Google Chrome carts with 32 workstations, to increase student proficiency in writing, research and inquiry. Our Reading Partners 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 community and an 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. Parent involvement is evident in several ways at Allendale. Parents participate in school decision-making by serving on committees like our SSC. Our Parent Teacher Organization is building parent involvement by allowing parents to volunteer in classrooms, fundraise for the school, and build the interaction among parents. Input from parents is gathered in several ways – surveys, at meetings, and during informal conversations with the principal and staff.

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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

Balanced Literacy: The percentage of students who are in the category of "standards not met" (orange indicator) will be reduced to 60% or less on the SBAC assessment, a major indicator in our SPF. By reducing the percentage of students in this category, we put more students within reach of meeting the standards.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	13.79%	17.40%	21.00%

Other Leading Indicators for Literacy:

We will monitor our F & P Reading Record scores (for grades 1 through 5) and F & P Foundations scores (for Kindergarten students) in order to ensure that students are making progress towards proficiency on grade level standards.

We will also monitor our SRI scores for students in grades 3 through 5.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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 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.	At the start of the school year, 60% of all students were still below proficiency on the F & P assessment.

ROOT CAUSE ANALYSIS

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. Teachers are still grappling with the effective delivery of mini-lessons and establishing opportunities for conferencing with students.

Observations and visitations reveal that teachers are still discovering ways that data can be used to drive instruction within the classroom. Assessments get done but are not being utilized effectively. 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.

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). Our supports for teachers (literacy coach; grade-level planning time; observation & feedback) have are still in the process of being strengthened.

Students need to do more reading for interest at home for their students. Most parents don't understand what reading-level materials to use at home and how to organize quiet reading time in addition to homework time. Our school has expected our parents to figure this out and has not focused its parent meetings on literacy issues or provide any specific supports to parents to help with reading.

MATHEMATICS PRIORITY:**Mathematics****SCHOOL GOAL for Mathematics:**

Mathematics: We will reduce the percentage of students who are in the orange (standards not met) cohort to 50% or less in mathematics on the SBAC.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	16.11%	20.05%	24.00%

Other Leading Indicators for Mathematics:

We will monitor our SMI and Math CEOU data to ensure that students are on track to meet grade level standards.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
Teachers have delved into the new curriculum guide and dissected the formative and summative tasks. Teachers have developed improved proficiency on the use of the new Math Expressions curriculum materials. Teachers have engaged students using Number Talks strategies. Teachers have engaged students using the Three Reads strategy.	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. Current summative task results indicate that many students still struggle with deciphering the new common core approach to math problems, especially problems that require a multi-step solution. Discussions amongst teachers indicated that students lack the basic mathematical skills (math facts) to solve complex problems.

ROOT CAUSE ANALYSIS

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 its entirety.
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.
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.
Teachers may vary as to the delivery of a "dominant strategy" in terms of math strategies.
A de-emphasis on math facts may have occurred as a result of the new math curriculum.

CULTURE & CLIMATE PRIORITY: Culture & Climate**SCHOOL GOAL for Culture & Climate:**

PBIS: Suspensions will remain at zero. 80-90% of all students have 0-1 office discipline referrals (URFs)

5-10% of all students have 2-5 URFs

1-5% of all students have 6 or more URFs

3.5% or fewer students have

received suspensions

COST/SART: A focal group of 48 students (identified in our COST Marathon Meetings) will make significant progress as measured by the Fountas and Pinnell reading data (with two or more reading levels as a growth goal). SRI data will be used to correlate to the data points mentioned above.

(These are the students receiving LLI instruction) Some of these students may roll over from the 2015-16 school year. Absence and Chronic Absence rates will be tracked as well by the COST/SART to improve overall outcomes for students.

SCHOOL TARGETS for Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	All Students	0.00%	0.00%	0.00%

Other Leading Indicators for Culture & Climate:

We will also monitor SRI, SMI, and F&P students who are being monitored by our COST/SART team.

NEEDS ASSESSMENT for Culture & Climate:

STRENGTHS	CHALLENGES
<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.</p> <p>SART data indicated that our attendance interventions have improved student chronic attendance rates.</p> <p>Suspensions are at zero (0) for over two years running.</p> <p>We have to put in place better incentive programs for student attendance.</p> <p>Our professional development calendar (Developed by the ILT/PBIS) includes monthly training on strategies presented by the PBIS members or other trainers.</p> <p>We have increased our supervision of students and trained staff on ways to intervene.</p> <p>Office referrals are less than 60 for the year.</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.</p> <p>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>

ROOT CAUSE ANALYSIS

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.

COST Meetings are functional and effective. However, our SART process is still evolving and needs additional input and support. We need additional resources to implement a "wrap around" approach to improving overall student attendance rates and decreasing chronic absences.

Previous school and/or other partners have not considered a "wrap around" approach to improving attendance.

Data indicate that many of our PBIS implemented activities are being implemented throughout the school. Suspension are currently at zero (0) and office referrals for students are significantly reduced such that the school is a functional place for student learning to occur. These outcomes suggest PBIS activities are having a positive impact.

Adult to Student interactions have been significantly improved such that students are not being triggered to engage in defiance or disrespect. Teachers are beginning to adopt PBIS aligned best practices in their classrooms.

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.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Families will continue to perceive Allendale as a positive and inclusive environment where they can be involved and support their child's academic achievement as evidenced by maintaining a score of 85% or greater on the "School Connectedness" questions from the CHKS Survey

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
CHKS	All Families	65.00%	85.00%	85.00%

Other Leading Indicators for Family Engagement:

We will collect quantitative (informal parent surveys) and qualitative data (direct verbal feedback from parents) to gauge how well we are serving our parents and guardians. We will use data from our CHKS parent survey to determine program effectiveness.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
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.

ROOT CAUSE ANALYSIS

We have not reached out to all segments of our community which has resulted in disproportionate representation in engagement events and activities.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	We believe that student achievement will improve as a result of delivering an effective balanced literacy program to students using strategies that meet the needs of all learners. By focusing on Reader's and Writer's workshop, we can ensure that all students have a strong foundation for reading and writing. Furthermore, we will allocate resources for trained STIP subs to assist with Leveled Literacy Intervention (LLI) to ensure that all students are at grade level by third grade. We also believe that our balanced literacy program will meet the needs of our EL students by offering differentiated instruction through small groups and by planning integrated opportunities for structured language practice.
SCHOOL THEORY OF ACTION for Mathematics:	We believe that student achievement will improve as a result of delivering the core components of the OUSD Mathematics curriculum (purple book) with the support of the Math Expressions textbook. Furthermore, direct coaching in the CCSS for math is especially important to ensure that teachers can teach to the necessary level of rigor for these standards.
SCHOOL THEORY OF ACTION for Culture & Climate:	We believe that the culture and climate at Allendale can be improved through the implementation of the PBIS framework supported by the COST/SART process. We have not had any suspensions in the last three years, a statistic we want to maintain. This is especially important with regards to the needs of our foster youth students.
SCHOOL THEORY OF ACTION for Family Engagement:	We believe that student achievement at Allendale can be best supported by engaging and supporting all of our families. Furthermore, our engagement strategies are designed to enlist the families of our English Learners and low income students.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Standards-Driven Planning: Implementation of a Balanced Literacy Program (including the SEEDS program components) in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials will be emphasized and enacted. Monitoring and feedback will be provided to the weekly PLCs and the supplemental release time (emphasizing Cycles of Inquiry) to ensure they are about Balanced Literacy.
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
---	------------------------	----------------------------------	--

1-1	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.	The principal will meet weekly with our Teacher on Special Assignment (Patience Nwudugbo) to discuss coaching of individual teachers, direct services to students, and the planning of professional development.	The Allendale Instructional Leadership team will meet and create/adjust the results-based Professional Development Calendar for the school and develop long-term plans for teacher professional development.
1-2	The use of academic language (3B.2) will be emphasized within balanced literacy practices.	Teachers will be released for calibration of balanced literacy and application of academic language on the part of students.	Release Schedule (PLC Supplemental Collaborative Planning) for grade levels will occur at least ten times during the school year based on an established schedule.
1-3	Students identified as at-risk will receive additional support using the LLI intervention materials, Reading Partners, and have access to a specially trained certificated teachers.	Principal observations, data collection, and feedback will focus on Reader's Workshop and Guided Reading with feedback to teachers in this specific area.	ILT Members will communicate decisions and findings with their grade level counterparts as part of a Professional Learning Community (PLCs).
1-4	Students will have access to a robust after school program that includes time for literacy support. The site principal and the Teacher on Special Assignment (TSA) will coordinate intervention support for students.		
1-5	Students coming into Allendale from our pre-school program (onsite) and other early childhood program will be supported by a transition program to ensure a successful elementary school transition	The principal will work with our pre-school teachers, local early childhood program, our central office partners, and our TK teacher to ensure that we have transition activities for our youngest students	During PLC planning and release time, our TK and K teachers will develop pre-screening and transition activities to assist and support incoming students. Developmentally appropriate materials and supplies will be purchased as needed.

Improvement Strategy #2:	Multi-Tiered Systems of Support (MTSS): A functional and supportive COST/SART process will be established and institutionalized along with intensive strategies to interrupt chronic attendance and support Homeless and Foster Youth.
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
---	------------------------	----------------------------------	--

2-1	Teachers will identify this focal group of students in “Marathon Meetings” in September of each school year.	The COST meeting will meet weekly to track students and identify individual interventions and supports for students in the focal group.	Professional Development for COST Team members will be provided professional development to increase their own capacity by Central Office Partners.
2-2	COST Team members will identify student needs and appropriate resources and strategies for each student in the focal group. This may include counseling referral, Reading Partner Support, SST, etc. The needs of both Gifted Students and Homeless and Foster Youth will be considered and addressed.	The principal will carefully structure the weekly COST agenda and implementation of the Collaborative Consultation Model.	COST Tools will be formalized (tracking forms, SST recording sheet, etc).
2-3	Teachers will reach out to parents and encourage engagement with classroom activities. This will be evidenced by sign-in sheets at back to school night, sign in logs at the office, and collected data from teachers by our Community Liaison staff member.	The principal and attendance clerk will carefully monitor chronically absent students and intervene in order to reduce chronic absenteeism.	The COST/SART team will continue to develop individualized interventions and supports for students who are chronically absent and/or disengaged from school and the learning process. We will focus on family supports to interrupt chronic attendance patterns for students and to better engage parents with their own responsibility to deliver students to school on time and ready to learn.

Improvement Strategy #3:	A comprehensive and well supported Positive Behavior Intervention and Support (PBIS) system will be put in place to support the social-emotional and behavioral needs of our students.
---------------------------------	--

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
---	------------------------	----------------------------------	--

3-1	The teacher led PBIS committee will work with the rest of the teaching staff to deliver PBIS lessons to all students. Year III PBIS level implementation will occur by classroom teachers. These lessons will be highly specific to PBIS expected behaviors and will occur within the first six weeks of the school year. The PBIS committee will also work on professional development offerings for the Allendale staff that are tailored to our site's needs.	The principal will support the work of the PBIS committee and will attend PBIS training sessions. Ongoing research and awareness of PBIS strategies will be investigated. Involvement of central office partners will be sought and obtained. The PBIS Committee will identify specific leadership roles for committee members to ensure that equity and collective "buy-in" are in place.	PBIS Teacher leader(s) will be provided with release time to support implementation. This may include direct teacher coaching. PBIS Lessons will be taught at strategic times during the school year. The Allendale PBIS team will receive ongoing training and support throughout the school year. The principal will work with the PBIS team to clarify exactly how we collect and synthesize data (including our Universal Referral Forms - URF) related to the site visit reports and peer-to-peer conflict issues. Our six week school climate plan will be submitted by June 30th and this will include a school culture matrix.
3-2	Teachers will learn about ways to better involve parents in the instructional program within their own classrooms. Engagement will be tracked by sign in sheets and teacher reflections on the level of parent engagement in their classroom.	The principal will support parent engagement and outreach efforts . The principal will communicate regularly with parents via a monthly newsletter, robo calls, talking at meetings, and maintaining an open-door policy.	A parent engagement calendar will be developed and implemented by our Community Liaison and supported by site administration. The focus of our Parent/Community Liaison (in partnership with other OUSD personnel) will focus on ways parents can support our balanced literacy program in the home.
3-3	Teachers will learn about restorative justice "like" practices and Solution Coach (from the No Bully training) to effectively resolve conflicts between students when they arise in the classroom or on the playground.	The principal (in concert with the PBIS committee) will obtain training materials and best practices in this domain for delivery to teachers. In addition, the principal will conduct assemblies throughout the year to support students in better resolving conflicts with peers.	The PBIS committee (in conjunction with the ILT) will unpack the overall needs for the site with regards to student-to-student conflict and develop an approach for improving this aspect of the school community. We will review URF data, collect survey data from teachers, and use the CHKS data to guide this work.

Improvement Strategy #4:	Rigorous Common Core/NGSS Tasks: Teachers will receive extensive training on the OUSD math curriculum guide along with time for supplemental collaborative planning to ensure that the program is delivered with fidelity, tasks are designed at DOK 2- 4, and that students learn their math facts to automaticity.
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
---	------------------------	----------------------------------	--

4-1	<p>Teachers will learn about "Number Talks" and use this as a key strategy in their classrooms in order to improve student achievement in mathematics. PLCs will work to develop meaningful and sustainable cycles of inquiry to develop a culture of continuous improvement specific to mathematics instruction. This will be integrated into our Professional Development calendar to ensure that Number Talks are a focus in at least one of our PD cycles.</p>	<p>The principal will support teachers to engage in cycles of inquiry to support their own learning by participating in the supplemental collaborative planning time and lead data conversations. Their initial forays into these COIs will occur in the area of mathematics and alignment to the CCSS.</p>	<p>We will align our math program to the CCSS to ensure that there is adequate rigor during lesson delivery. Academic Discourse will be emphasized along with Cycles of Inquiry aligned to the math assessments that are occurring three times during the course of the year.</p>
4-2	<p>Teachers will develop increased proficiency at the delivery of the OUSD math curriculum and identify which core instructional strategies should be emphasized.</p>	<p>The principal and ILT will continue to ensure that adequate professional development and support is available to classroom teachers. The principal will discuss the math PD cycles with our Math Teacher Leader and curriculum leaders within OUSD. Professional Development agendas will be the way we monitor this work</p>	<p>The ILT will agendaize mathematics on a regular basis and discuss the COIs occurring at each grade level. This will occur twice during the Professional Development Cycles that occur throughout the year.</p>

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$3,000.00	After School Education & Safety (ASES)	Teacher Stipends for After School Liaison	Students identified as at-risk will receive additional support using the LLI intervention materials, Reading Partners, and have access to a specially trained certificated teachers.	A1.6: After School Programs	1120				101-1
\$92,961.73	After School Education & Safety (ASES)	After school program and teacher Liaison	Students will have access to a robust after school program that includes time for literacy support. The sire principal and the Teacher on Specia Assignment (TSA) will coordinate intervention support for students.	A1.6: After School Programs	5825				101-2
\$4,000.00	General Purpose Discretionary	Admin sub for principal to maintain continuity of the PBIS program	The principal will support the work of the PBIS committee and will attend PBIS training sessions. Ongoing research and awareness of PBIS strategies will be investigated. Involvement of central office partners will be sought and obtained. The PBIS Committee will identify specific leadership roles for committee members to ensure that equity and collective "buy-in" are in place.	A2.2: Social Emotional Learning	1350				101-3
\$30,646.76	General Purpose Discretionary	Instructional materials	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.	A2.3: Standards-Aligned Learning Materials	4310				101-4
\$1,000.00	General Purpose Discretionary	Meeting refreshements for ILT and PBIS	ILT Members will communicate decisions and findings with their grade level counterparts as part of a Professional Learning Community (PLCs).	A2.1: Implementation of CCSS & NGSS	4311				101-5
\$1,600.00	General Purpose Discretionary	Equipment used for curriculum support and lesson delivery	Teachers will develop increased proficiency at the delivery of the OUSD math curriculum and identify which core instructional strategies should be emphasized.	A2.1: Implementation of CCSS & NGSS	4410				101-6

\$3,000.00	General Purpose Discretionary	Chromebooks and computers to support data collection	The principal will support teachers to engage in cycles of inquiry to support their own learning by participating in the supplemental collaborative planning time and lead data conversations. Their initial forays into these COIs will occur in the area of mathematics and alignment to the CCSS.	A2.9: Targeted School Improvement Support	4420					101-7
\$1,600.00	General Purpose Discretionary	Professional Development for teachers and members of the COST team.	Professional Development for COST Team members will be provided professional development to increase their own capacity by Central Office Partners.	A2.5: Teacher Professional Development for CCSS & NGSS	5200					101-8
\$500.00	General Purpose Discretionary	Conference expenses for teacher Professional Development	Professional Development for COST Team members will be provided professional development to increase their own capacity by Central Office Partners.	A2.5: Teacher Professional Development for CCSS & NGSS	5220					101-9
\$8,500.00	General Purpose Discretionary	Copier contract to implement SPSA plan activities	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.	A2.1: Implementation of CCSS & NGSS	5610					101-10
\$300.00	General Purpose Discretionary	Postage for family mailings	The principal will support parent engagement and outreach efforts . The principal will communicate regularly with parents via a monthly newsletter, robo calls, talking at meetings, and maintaining an open-door policy.	A3.3: Family Engagement focused on Literacy Development	5724					101-11
\$3,700.00	General Purpose Discretionary	Field Trips for classrooms	Teachers will learn about ways to better involve parents in the instructional program within their own classrooms. Engagement will be tracked by sign in sheets and teacher reflections on the level of parent engagement in their classroom.	A2.2: Social Emotional Learning	5826					101-12

\$6,388.76	General Purpose Discretionary	Additional trained Noon Supervisors to support PBIS training	<p>The principal will support the work of the PBIS committee and will attend PBIS training sessions.</p> <p>Ongoing research and awareness of PBIS strategies will be investigated. Involvement of central office partners will be sought and obtained. The PBIS Committee will identify specific leadership roles for committee members to ensure that equity and collective "buy-in" are in place.</p>	A2.2: Social Emotional Learning		NOON SUPERVISOR	NOONSV0103	0.27	101-13
\$19,388.99	LCFF Supplemental	Stipends or substitutes to support professional learning in support of ELLs	<p>Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.</p>	A2.5: Teacher Professional Development for CCSS & NGSS	2400	TEACHER STIP	TCSTIP0604	0.50	101-14
\$52,972.29	LCFF Supplemental	Supplementary ELD materials & instructional technology	<p>Students identified as at-risk will receive additional support using the LLI intervention materials, Reading Partners, and have access to a specially trained certificated teachers.</p>	A2.8: Data & Assessment	4310				101-15
\$1,678.65	LCFF Supplemental	Chromebooks and computers to support implementation of the OUSD Mathematics curriculum	<p>Teachers will develop increased proficiency at the delivery of the OUSD math curriculum and identify which core instructional strategies should be emphasized.</p>	A2.1: Implementation of CCSS & NGSS	4420				101-16
\$30,000.00	LCFF Supplemental	SEL Mentor	<p>The principal will support the work of the PBIS committee and will attend PBIS training sessions.</p> <p>Ongoing research and awareness of PBIS strategies will be investigated. Involvement of central office partners will be sought and obtained. The PBIS Committee will identify specific leadership roles for committee members to ensure that equity and collective "buy-in" are in place.</p>	A2.2: Social Emotional Learning	5825				101-17

\$10,000.00	LCFF Supplemental	Field Trips for classrooms	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.	A2.1: Implementation of CCSS & NGSS	5826				101-18
\$42,014.94	LCFF Supplemental	Stipends or substitutes to support professional learning in support of ELLs	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.	A3.4: Teacher Professional Development focused on Literacy		TEACHER STIP	TCSTIP0454	1.00	101-19
\$10,480.62	LCFF Supplemental	ELL parent education and engagement	The principal will support parent engagement and outreach efforts . The principal will communicate regularly with parents via a monthly newsletter, robo calls, talking at meetings, and maintaining an open-door policy.	A3.3: Family Engagement focused on Literacy Development		COMMUNITY ASSISTANT BILINGUAL	COMABI0026	0.40	101-20
\$11,678.65	LCFF Supplemental	Stipends for ELL focused Teacher Leader, ELL Ambassador, or LTEL Ambassador	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.	A2.5: Teacher Professional Development for CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0088	0.10	101-21

\$15,399.00	LCFF Supplemental	A retired administrator will cover for the principal when he/she is at central office meetings to ensure the smooth implementation of PBIS related activities and supports	The teacher led PBIS committee will work with the rest of the teaching staff to deliver PBIS lessons to all students. Year III PBIS level implementation will occur by classroom teachers. These lessons will be highly specific to PBIS expected behaviors and will occur within the first six weeks of the school year. The PBIS committee will also work on professional development offerings for the Allendale staff that are tailored to our site's needs.	A5.1: School Culture & Climate (Safe & Supportive Schools)		RETIRED ADMINISTRATOR	RETADM0040	1.00	101-22
\$3,000.00	Measure G: TGDS	Stipends for Alternate Observers	Principal observations, data collection, and feedback will focus on Reader's Workshop and Guided Reading with feedback to teachers in this specific area.	A2.6: Teacher Evaluation	1120				101-23
\$18.91	Measure G: TGDS	Instructional materials	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.	A2.6: Teacher Evaluation	4310				101-24
\$19,388.99	Measure G: TGDS	STIP subs to support interventions, TGDS, and Supplemental Collaborative Planning	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0604	0.50	101-25
\$6,521.28	Supplemental Program Investment	Additional trained Noon Supervisors to support PBIS training	Students identified as at-risk will receive additional support using the LLI intervention materials, Reading Partners, and have access to a specially trained certificated teachers.	A2.2: Social Emotional Learning	2300	NOON SUPERVISOR	NOONSV0095	0.27	101-26

\$21,328.56	Supplemental Program Investment	Additional .50 FTE for Attendance Clerk to support Chronic Absence interventions	The principal and attendance clerk will carefully monitor chronically absent students and intervene in order to reduce chronic absenteeism.	A5.4: Root Causes of Chronic Absence	2400	SPECIALIST, ATTENDANCE	SPECAT0055	0.50	101-27
\$2,602.31	Supplemental Program Investment	Instructional materials	Teachers will learn about "Number Talks" and use this as a key strategy in their classrooms in order to improve student achievement in mathematics. PLCs will work to develop meaningful and sustainable cycles of inquiry to develop a culture of continuous improvement specific to mathematics instruction. This will be integrated into our Professional Development calendar to ensure that Number Talks are a focus in at least one of our PD cycles.	A2.1: Implementation of CCSS & NGSS	4310				101-28
\$3,272.85	Supplemental Program Investment	Additional trained Noon Supervisors to support PBIS training	The principal will support the work of the PBIS committee and will attend PBIS training sessions. Ongoing research and awareness of PBIS strategies will be investigated. Involvement of central office partners will be sought and obtained. The PBIS Committee will identify specific leadership roles for committee members to ensure that equity and collective "buy-in" are in place.	A2.2: Social Emotional Learning		NOON SUPERVISOR	NOONSV0104	0.13	101-29
\$9,953.32	Title I Basic	Instructional Materials	Teachers will develop increased proficiency at the delivery of the OUSD math curriculum and identify which core instructional strategies should be emphasized.	A2.1: Implementation of CCSS & NGSS	4310				101-30
\$25,000.00	Title I Basic	Consultant Contract for Reading Partners	Students identified as at-risk will receive additional support using the LLI intervention materials, Reading Partners, and have access to a specially trained certificated teachers.	A3.2: Reading Intervention	5825				101-31
\$25,658.40	Title I Basic	The Title I budget will fund the site's portion of the CCTL for focusing on coaching teachers in balanced literacy instruction for ELL's, the OUSD Mathematics Curriculum Implementation, and the integration of other content areas.	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferring, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferring to improve reading comprehension along with interventions for at-risk students. Within the Professional Development cycles for Balanced Literacy, professional development will be differentiated for teachers who are at varying levels of their professional practice.	A2.1: Implementation of CCSS & NGSS		12 MONTH CLASSROOM TSA	C12TSA0046	0.25	101-32

\$1,029.80	Title I Parent Participation	Materials for parent engagement activities	A parent engagement calendar will be developed and implemented by our Community Liaison and supported by site administration. The focus of our Parent/Community Liaison (in partnership with other OUSD personnel) will focus on ways parents can support our balanced literacy program in the home.	A3.3: Family Engagement focused on Literacy Development	4310				101-33
\$1,000.00	Title I Parent Participation	Meeting Refreshements for Parent Engagement events	Teachers will reach out to parents and encourage engagement with classroom activities. This will be evidenced by sign-in sheets at back to school night, sign in logs at the office, and collected data from teachers by our Community Liaison staff member.	A3.3: Family Engagement focused on Literacy Development	4311				101-34



Allendale Elementary School Compact

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

Staff 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.

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.

Family/Parent 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.

_____ (Student)

_____ (Teacher)

_____ (Parent/Guardian)

School Parental Involvement Policy

ALLENDALE ELEMENTARY SCHOOL 2016-2017

Part 1. General Expectations

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, 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

- 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 school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
Convened Positive School Climate Committee to create and approve policy.
The policy will be presented and reviewed to parents at a school wide meeting. School Compact to be created by the Positive School Climate Committee and reviewed at Parent Involvement meeting and will be signed by staff, parents and students. Student Achievement will be reviewed at Parent Involvement meeting and annual Title 1 meeting will be convened before November 1, 2012. Ongoing discussions will be held at Parent Involvement Meetings to solicit Parent Input.

- 2) *Allendale Elementary* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

Will be available at Parent Involvement Meetings, every school meeting held, Parent Teacher Conferences and registration of new students.

- 3) *Allendale Elementary* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school: The Instructional Leadership Team, School Site Council, Positive School Climate Committee and other meetings that review the School Site Plan and create next year's Plan (morning and evening sessions) will collaborate efforts in updating the Policy.

- 4) *Allendale Elementary* will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan
- About their school's participation in Title 1

- 5) *Allendale Elementary* will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits (as needed), paid for with Title 1 funding as long as these services relate to parental involvement:

- 6) *Allendale Elementary* will provide information about Title 1 programs to parents of participating children in a timely manner:

Information will be distributed at back to school nights and regular school community meetings. Information will also be posted on bulletin boards. Special Home Bulletin will report on the use of school funds used for Title 1 students.

- 7) *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 nights, Parent / teacher conferences, English Learner Advisory Committee, report cards, School Site Council, Regular Teacher Communication regarding student progress, Bulletin Board postings, newsletters and Open School Accountability Meetings are viable venues to provide descriptions and explanations of the curriculum in use at the school.

- 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:

Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents opportunities for participation.

- 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:
Through school complaint procedure and District level 1 procedures.

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) *Allendale Elementary* will build the school's and parent's' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
Parent Classes, Parent Adult Education Classes, Student Academic Achievement Classes for Parents, Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents opportunities for parental Involvement.
- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
The School – Parent Compact must be signed for each student in the school at registration, back to school night and during the school year.
- 3) 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 and Oakland Unified School District's academic assessments, including the alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to work with educators
- Parent Classes, Parent Adult Education Classes, Student Academic Achievement Classes for Parents, Monthly Room Parent meetings, School Site Council, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents with assistance and information needed to understand the topics listed above.
- 4) 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 Parenting Classes, and Classes especially targeted to teach parent Student Academics.
- 5) 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: Professional Development on Parent Involvement regulations will be provided, as well as, ensuring that Parent Involvement is a regular topic at staff retreats, School Site Council Meetings, and Positive School Climate Committee meetings.

- 6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Girl's Inc, Reading Partners, and public preschool and 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:
Outreach will be made to preschool programs, Kindergarten open house will be scheduled and holding adult education courses on campus.
- 7) 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:

To ensure that information is related to parents, the information will be posted in an accessible, legible location and available in all classrooms and offices.

All materials will be translated into all major languages used at the school.

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 Title I Parent Meeting minutes.

This policy was adopted at the *Allendale Elementary* School Parent Meeting on 9-8-16 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 10-1-16. It will be made available to the local community on or before 10-1-15. *Allendale Elementary School's* notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, the school will provide a copy of this policy to parents in a language the parents can understand.


(Principal's signature)

9-8-16

School Site Council Membership Roster – Elementary

School Name: _____

School Year: _____

Chairperson :	Vice Chairperson:
Secretary:	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

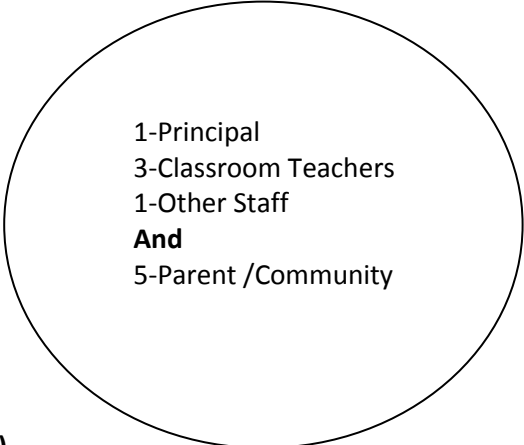
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.

Meeting Schedule (day/month/time)	
--------------------------------------	--

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.



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.