

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, 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 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 2016-2017 Single Plan for Student Achievement (SPSA) for Allendale Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Allendale Elementary School
CDS Code: 1612596001630
Principal: Charles Miller
Date of this revision: 5/4/2016

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

Position: Principal
Telephone: 510-535-2812
charles.miller@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: 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 checked="" type="checkbox"/> LCFF Concentration Grant | |

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


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

Date(s) plan was approved: 5/4/16

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:

<u>CHARLES MILLER</u> Print name of School Principal	 Signature	<u>5/17/16</u> Date
<u>GLORIA DELACRUZ</u> Print name of SSC Chairperson	<u>Gloria De la Cruz</u> Signature	<u>5/17/16</u> Date
<u>Lakesha Martin</u> Print name of Network Superintendent	<u>Lakesha Martin</u> Signature	<u>5/17/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>Ruth Alahydoian</u> Signature	<u>5-26-16</u> Date

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

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.

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
10/16/2015	Teachers and Staff	The afternoon period of our professional development day was devoted to the SPSA discussion and budget review.
10/21/2015	SSC	The preliminary components of our SPSA was discussed at this SSC meeting.
2/3/2016	SSC/Parent Meeting	The SPSA budget was presented to the SSC and parents. Title I expenditures were approved.
3/9/2016	SSC	The SPSA was presented in detail to the SSC.
5/4/2016	SSC	Final approval of the SPSA was obtained from the SSC.

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	\$63,870.50	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$194,576.88	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$380,326.55	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$74,908.04	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,920.19	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$76,828.23	\$0.00

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Balanced Literacy
Major Improvement Priority #2:	COST and SART
Major Improvement Priority #3:	PBIS and Parent Engagement

ABOUT THIS SCHOOL

School Description

Allendale Elementary School is situated in the Allendale Park neighborhood of East Oakland. The school has a projected enrollment of 368 students for the 16-17 year in grades TK-5, with fifteen classrooms. In addition there is a state pre-K program. Of the students, 92.5% are eligible for free or reduced-price lunch and 48% are English Learners. 46% of the students are Latino, 35% are African American, 10% are Asian, and 3% are Filipino.

The school has established a culture of continuous school improvement and has a 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 has hired consultants to help support our efforts in improving student social emotional learning. Allendale staff uses technology to help improve student performance. The school has high-speed internet connections available in all classrooms which have three or four computers for student use. Allendale utilizes three mobile Chrome carts with 32 workstations. The focus of technology at Allendale use is 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 low readers on a regular basis and also coaches teachers on balanced literacy techniques to use with all levels of readers in the classroom.

Allendale receives ASES and OFCY grants which fund the our After School Program through Girls, Inc. Grant funds are used to pay for an academic coordinator, teacher tutors that provide academic support, and consultants for enrichment programs including sports, martial arts, ballet folklorico, Oakland Youth Chorus, flag football, and cheerleading programs. Approximately 200 students participate in one or more of the after school programs. Allendale has a pre-K and TK to Kindergarten transition plan. Parents of children in pre-K programs are provided with opportunities during the Spring to visit the Kindergarten classrooms and meet and talk with the teachers. There are also meetings scheduled during the summer and a parent meeting for incoming Kindergarten parents just before the new school year begins.

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.

MAJOR IMPROVEMENT PRIORITY #1: **Balanced Literacy**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
According to reports in the OUSD data dashboard, 55.9% of Allendale students did not meet expectations for F&P in the fall. That number decreased to 53.7% in the winter. Mid year F&P: 32.1% exceeded expectations SRI growth rate: 9% to 18%	The SRI outcomes for students do not correlate to the results on the F and P assessment. 60% of students performed multiple years below in winter (68% fall)
At the mid-year F and P assessment, 36% (122 students) exceeded expectations.	On the Fall administration of the SRI, only 9% of students at/above on SRI fall assessment; 18% at/above in winter. Rows 19 & 20 can be combined for SRI challenge.
The SRI growth rate for Allendale students during the winter administration was significant. The percentage of students who were at or above grade level increased from 18% to 35%.	On the 2014 SBAC Assessment, only 8.7% of Allendale students met or exceeded standards in ELA. Given the importance of having our students access the Common Core State Standards at the requisite level of rigor, this is of great concern for us!

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?

Observations in classrooms have shown that teachers are implementing Readers Workshop (specifically Guided Reading), although even implementation is still challenging. The Reader's Workshop Curriculum is relatively dense and instructional delivery is complicated. The materials are designed to be inventive. Teachers are still grappling with the effective delivery of mini-lessons and establishing opportunities for conferring with students. Observations and visitations also reveal that teachers are still learning ways that data (in the area of literacy) can be used to drive instruction within the classroom. Assessments get done but we are still learning about the best ways to use the results - specifically the SRI and F and P data using data conversations. There are large numbers of students who are below proficiency and teachers need additional strategies to better support these significant number of students. This is not due to a lack of effort on the part of teachers. Rather, it points to the importance of better equipping teachers with aligned strategies. In addition, our data indicates a need for ways to directly intervene with struggling readers.

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

WHY1: All students may not be receiving the same high-quality Balanced Literacy instruction. WHY2: Teachers are struggling with the factors that may interfere with the effective delivery of a Balanced Literacy program (mini-lessons; Readers & Writers workshop). WHY3: We are still differentiating our supports for teachers (literacy coach; grade-level planning time; observation & feedback) to implement high quality literacy instruction.

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	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.	SBAC ELA	All Students	N/A	65%	60%	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 Domain	The percentage of students on the F and P assessment who are multiple years below grade level (red) will be reduced by ten (10) percentage points from the 2014-15 baseline level at all grade levels, putting proficiency within the grasp of more students.	F&P	All Students	K = 35% 1st = 47% 2nd = 27% 3rd = 44% 4th = 48% 5th = 61%	K = 30% 1st = 42% 2nd = 22% 3rd = 39% 4th = 43% 5th = 56%	K = 25% 1st = 37% 2nd = 17% 3rd = 34% 4th = 38% 5th = 51%	2: Students are proficient in state academic standards.

Academic Domain	We will bring about a ten (10) percentage point growth in the "at or above grade level" category on the SRI. This will be correlated to the SBAC and F and P assessment in order to establish increased validity of the SRI assessment and further reflected in the overall percentage of students who are proficient on the SBAC assessment and reduce the percentage of students who are orange (standards not met) to 60% or less in both ELA and Math.	F&P	All Students	18.2 %	28.2%	38.2%	2: Students are proficient in state academic standards.
Academic Domain	The number of students who are reclassified as English Proficient will increase by five (5) percentage points from year-to-year.	CELDT	English Learners	8.4%	13.4%	18.4%	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:	<i>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.</i>
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KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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 (for English Language Arts) 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.

The use of academic language (3B.2) will be emphasized within balanced literacy practices. Teachers will encourage students to provide evidence and rationale's when responding to comprehension questions and become more adept at understanding evidence within non-fiction text.	Teachers will be released for calibration of balanced literacy and in-depth planning for Reader's Workshop during our supplemental release time. The principal will train our TSA to better guide these supplemental collaborative planning meetings to ensure that the time is used effectively.	Release Schedule for grade levels will occur 10 to 13 times during the school year based on an established schedule. Teachers will engage in professional development and also have time for extensive planning.
Teachers will focus on Tier I interventions that can occur within the classrooms. This will include the creation of guided reading groups with increased emphasis on below grade level readers and better utilizing conferring to support student comprehension.	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).
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.	Students will have access to a robust after school program that includes time for literacy support. The principal and the Teacher on Special Assignment (TSA) will coordinate intervention support for students.	Transition for TK and K students will be emphasized within our balanced literacy program. For our youngest students struggling with transition, LLI services will be arranged for students. LLI will be organized in such a way to match the trimester schedule. Our STIP subs and the TSA will use the progress monitoring tool within the LLI toolkit to monitor student progress, exit students if needed based on their progress or lack thereof, and enter students into the program as space becomes available.
Students who are gifted and talented (GATE) will receive access to differentiated instruction in order to extend learning experiences.	The ILT will discuss and implement better programming for GATE Students.	The need of GATE students will be addressed by teacher teams during the supplemental collaborative planning time.

MAJOR IMPROVEMENT PRIORITY #2: COST and SART

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
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.	COST Follow up is still a challenge because we lack a full spectrum of interventions for students. These interventions include academic and behavioral supports for struggling students.
SART data indicated that our attendance interventions have improved student chronic attendance rates as compared to last year (2014-15). Last year we were over 15% Chronic absence, this year we are under that amount	We have to put in place better incentive programs for student attendance. These include monthly awards for perfect attendance, recognition at our morning meeting, breakfast with the principal, classroom pizze parties, etc.

Once a SART meeting occurred, attendance has improved for all students whose parent participated in a SART meeting.	Our chronic absence rate hovers between 12% and 15%. We want to reduce this rate to below 10%
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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?

Data indicate that improved tracking and follow up with at-risk students is making an impact. Teachers indicate that they feel their COST referrals are making a difference and result in tangible action steps. Coupled with our SART practices, we are making significant positive impact in the SEL for many students.

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

WHY1: Funding for interventions have been in flux for years preventing the establishment of a consistent set of interventions. WHY 2: Perceiving the solution to student needs as occurring within the classroom is a relatively new understanding at Allendale. WHY2: Previous school and/or other partners have not considered a "wrap around" approach to improving attendance. WHY3: We have not reached out to all segments of our community which has resulted in disproportionate representation in engagement events and activities.

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	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.	SRI	All Students	7.3% At or Above Grade Level	12.3% At or Above Grade Level	17.3% At or Above Grade Level	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

Climate & Culture	Chronic absence will be interrupted and attendance will be improved overall as monitored by the COST and SART. The overall attendance rate will increase by 10%.	Attendance Rate	Low- Income Students	Overall absence rate: 5.7%	Overall absence rate: 5.2%	Overall absence rate: 4.7%	5: Students are engaged in school everyday.
Climate & Culture	Chronic Absence rates will decline by 2% per year.	Chronic Absence	All Students	15.1% Chronic Absence (students who are moderate or severe)	13.1% Chronic Absence (students who are moderate or severe)	11.1% Chronic Absence (students who are moderate or severe)	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *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 PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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.
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 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).
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.

MAJOR IMPROVEMENT PRIORITY #3:**PBIS and Parent Engagement****PERFORMANCE STRENGTHS & CHALLENGES for Priority #3**

Student Performance Strengths	Student Performance Challenges
Our functional PBIS committee is committed to the work of improving school climate and has brought about a safe environment for students.	While our PBIS committee meets on a weekly basis and attends ongoing professional development, we still need clearly defined roles and expectations for all committee members.
Our professional development calendar (Developed by the ILT/PBIS) includes specific and timely training on strategies presented by the PBIS members or other trainers.	PBIS training needs to be differentiated for staff to reduce office referrals and reduce that time that students are out of class.
Participation in family engagement events have increased such that the events are considered well attended and students see their parents involved in school. Parent attendance at events is tracked via sign in sheets and the goal for the 2016-17 school year is to increase the number of parent sign-ins by 10%.	We need a protocol for staff to use to resolve conflicts between individual students. We will investigate what may be useful in the Restorative Justice (RJ) and/or No Bully program.
We have not had any suspensions on suspendable acts this year (to date).	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 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?**

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 (CHAMPS). Schoolwide routines and procedures have been implemented and supported by staff, both certificated and classified.

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

WHY 1: Teachers still need additional training with regards to classroom-based PBIS strategies. WHY 2: Uneven implementation and follow through still exists with regards to implementation of best practices within the classrooms. Classified line staff (noon supervisors and cafeteria monitors) still need additional training and support. WHY 3: Resources are limited to ensure that all staff have in-depth training and support.

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	Suspensions will remain at zero.	Suspensions	All Students	0%	0%	0%	5: Students are engaged in school everyday.
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
Climate & Culture	In addition, student referral rates for African American students will be reduced by one percent per year.	Suspensions	African- American Students	5%	4%	3%	5: Students are engaged in school everyday.
Climate & Culture	Parent and Family engagement will be supported and encouraged in order to increase parent participation rates and also improve student daily attendance.	Attendance Rate	Low- Income Students	92%	94%	96%	5: Students are engaged in school everyday.
Academic	TK to K and K to 1 Transition will be a focus and our Pre-K and TK programs will serve to increase student engagement and reduce chronic absence rates	Chronic Absence	All Students	15.3%	12%	10%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *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 PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

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)	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	n/a	n/a	n/a	101-1	101
\$1,000.00	General Purpose Discretionary	Student leveled books will be purchased	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	4200	n/a	n/a	n/a	101-2	101
\$43,070.50	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	n/a	n/a	n/a	101-3	101
\$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	n/a	n/a	n/a	101-4	101
\$2,000.00	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	n/a	n/a	n/a	101-5	101
\$3,000.00	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	n/a	n/a	n/a	101-6	101
\$2,500.00	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. 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	n/a	n/a	n/a	101-7	101
\$1,000.00	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	n/a	n/a	n/a	101-8	101
\$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	n/a	n/a	n/a	101-9	101
\$7,500.00	General Purpose Discretionary	Copy 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	n/a	n/a	n/a	101-10	101
\$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	n/a	n/a	n/a	101-11	101

\$2,000.00	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	n/a	n/a	n/a	101-12	101
\$25,000.00	LCFF Concentration	Contract for Coach Corona - Social Emotional Support as part of the PBIS plan	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	5825	n/a	n/a	n/a	101-13	101
\$2,000.00	LCFF Supplemental	Extra compensation salaries for Instructional Leadership Team (ILT) members	ILT Members will communicate decisions and findings with their grade level counterparts as part of a Professional Learning Community (PLCs).	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	101-14	101
\$2,000.00	LCFF Supplemental	Substitutes for Teachers	Teachers will be released for calibration of balanced literacy and in-depth planning for Reader's Workshop during our supplemental release time. The principal will train our TSA to better guide these supplemental collaborative planning meetings to ensure that the time is used effectively.	A2.8: Data & Assessment	1150	n/a	n/a	n/a	101-15	101
\$4,094.77	LCFF Supplemental	Instructional materials for mathematics and ELA	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	n/a	n/a	n/a	101-16	101
\$25,000.00	LCFF Supplemental	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	n/a	n/a	n/a	101-17	101
\$15,775.74	LCFF Supplemental	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	n/a	ATTENDANCE CLERK ASSISTANT	ATTCKA0002	0.5	101-18	101
\$45,281.25	LCFF Supplemental	TSA for English Language Arts	Teachers will implement a Balanced Literacy program with an emphasis on Reader's Workshop, Guided Reading, Conferencing, and SEEDs strategies with the support of our TSA coach for English Language Arts. We will focus on the strategic use of conferencing 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	n/a	11 MONTH CLASSROOM TSA	C11TSA0110	0.35	101-19	101
\$10,031.85	LCFF Supplemental	Community Instructional Assistant Bilingual	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	n/a	COMMUNITY ASSISTANT BILINGUAL	COMABI0026	0.4	101-20	101
\$6,583.97	LCFF Supplemental	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	n/a	NOON SUPERVISOR	NOONSV0095	0.267	101-21	101

\$3,304.31	LCFF Supplemental	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	n/a	NOON SUPERVISOR	NOONSV0104	0.134	101-22	101
\$6,583.97	LCFF Supplemental	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	n/a	NOON SUPERVISOR	NOONSV0103	0.267	101-23	101
\$14,583.59	LCFF Supplemental	Retired administrator to substitute for the principal when off campus at meetings	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	n/a	RETIRED ADMINISTRATOR	RETADM0040	1	101-24	101
\$42,736.29	LCFF Supplemental	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.	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP0454	1	101-25	101
\$16,601.14	LCFF Supplemental	STIP subs to support interventions, TGDS, and Supplemental Collaborative Planning	Release Schedule for grade levels will occur 10 to 13 times during the school year based on an established schedule. Teachers will engage in professional development and also have time for extensive planning.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0604	0.457	101-26	101
\$10,536.44	Measure G (School Libraries)	Library Clerk to support balanced literacy program	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	n/a	LIBRARY CLERK	LIBCLK0098	0.4	101-27	101
\$10,463.56	Measure G (School Libraries)	Books to strengthen library collection for Balanced Literacy Collection	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	4200	n/a	n/a	n/a	101-28	101
\$19,725.21	Measure G (TGDS)	STIP subs to support interventions, TGDS, and Supplemental Collaborative Planning	Teachers will be released for calibration of balanced literacy and in-depth planning for Reader's Workshop during our supplemental release time. The principal will train our TSA to better guide these supplemental collaborative planning meetings to ensure that the time is used effectively.	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP0604	0.543	101-29	101
\$3,500.00	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	n/a	n/a	n/a	101-30	101

\$77.04	Measure G (TGDS)	Books for teacher PD	Teachers will develop increased proficiency at the delivery of the OUSD math curriculum and identify which core instructional strategies should be emphasized.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	101-31	101
\$11,627.36	Program Investment	Additional support for Mathematics instructional delivery	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.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0088	0.1	101-32	101
\$2,000.00	Program Investment	Teacher Subs	Teachers will be released for calibration of balanced literacy and in-depth planning for Reader's Workshop during our supplemental release time. The principal will train our TSA to better guide these supplemental collaborative planning meetings to ensure that the time is used effectively.	A2.1: Implementation of CCSS & NGSS	1150	n/a	n/a	n/a	101-33	101
\$13,479.64	Program Investment	Instructional materials for mathematics and ELA	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.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	101-34	101
\$7,500.00	Program Investment	Additional contract for Girls, Inc. to provide ELA support	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	5825	n/a	n/a	n/a	101-35	101
\$71,156.24	Title I Basic	TSA for English Language Arts	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	n/a	11 MONTH CLASSROOM TSA	C11TSA0110	0.55	101-36	101
\$3,751.80	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	n/a	n/a	n/a	101-37	101
\$920.19	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	n/a	n/a	n/a	101-38	101
\$1,000.00	Title I Parent Participation	Meeting Refreshments 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	n/a	n/a	n/a	101-39	101



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**

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 participation 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 school wide 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 parents' 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’s 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, 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 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 Higher Ground, Reading Partners, and public pre-school 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 ~~9-3-15~~ and will be in effect for the period of 1 years. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 10-1-15. 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.

_____ *Chale Miller* _____ 9-3-15
(Principal's signature)

School Site Council Membership Roster – Elementary

School Name: Allendale Elementary

School Year: 2015-16

Chairperson : Gloria De La Cruz	Vice Chairperson: Maria Castellanos
Secretary: Lizett Mora-Ochoa	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

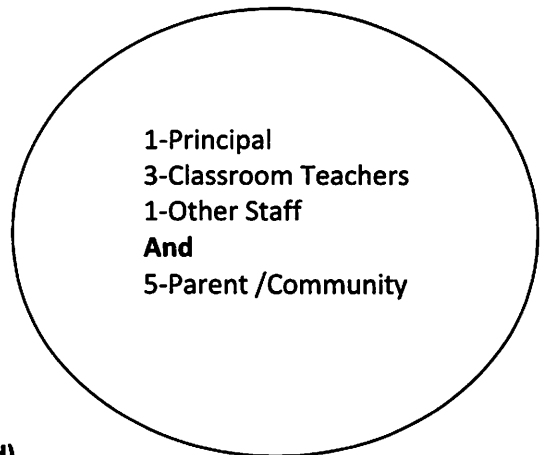
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Charles Miller	X			
Meaghan Matsuoka		X		
Susan Naclerio		X		
Alma Buenavista		X		
Lizett Mora-Ochoa			X	
Esmerelda Hernandez				X
Karen Birchmore				X
Francisca Duenos				X
Gloria DeLaCruz				X
Maria Montellango				X

Meeting Schedule (day/month/time)	2nd Wednesday of every month
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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.



(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.**