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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date CVtVYf% , 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Piedmont Avenue Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School.

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

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

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

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

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



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Piedmont Avenue Elementary School
CDS Code: 1612596002117
Principal: Zarina Ahmad
Date of this revision: 5/11/2021

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

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

Contact: Zarina Ahmad	Position: Principal
Address: 4314 Piedmont Ave. Oakland, CA 94611	Telephone: 510-654-7377
	Email: zarina.ahmad@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/11/2021

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

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

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Piedmont Avenue Elementary School **Site Number:** 146

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

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

Date(s) plan was approved: 05/11/2021

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

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

Signatures:

Zarina Ahmad <i>Principal</i>	<i>Zarina Ahmad</i>	Signature	6/9/2021
			Date
Gregvin Lewis <i>SSC Chairperson</i>	<i>Gregvin Lewis</i>	Signature	6/9/2021
			Date
LaResha Martin <i>Network Superintendent</i>	<i>LaResha Martin</i>	Signature	6/9/2021
			Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	6/16/21
			Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Piedmont Avenue Elementary School**Site Number:** 146

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

Date	Stakeholder Group	Engagement Description
11/10/2020	SSC & SELLS Combined	Met with SSC and SELLS to plan intervention and support for English Language Learners and low performing students. We planned interventions based on data reports.
12/8/2020	SSC & School Culture Team	Reviewed attendance data and planned incentives and rewards for improvement.
1/12/2021	SSC & Faculty Council	Conducted FC meeting to plan allocation of funds to strengthen our reading programs as aligned to the school goals. Met with SSC to vote and approve budget transfers for Title One spending.
2/9/2021	SSC & SELLS Combined	Met with SSC and SELLS to review data of English Language Learners and low performing students. Discussed the progress of interventions as we reviewed data.
3/16/2021	SSC & Instructional Lead TEam	Worked with the SSC and ILT members to plan education focus for 2021-22 and align with budget items and school goals including special education and Kindergarten transition. Held SSC meeting for approval.
6/9/2021	SSC & SELLS Combined	SPSA Approved

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$95,530.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$446,685.00

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$87,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$20,760.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,330.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$218,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,825.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$95,530.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$351,155.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$446,685.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Piedmont Avenue Elementary School

School ID: 146

School Description

At Piedmont Avenue Elementary, we inspire children to love learning as we promote a college going culture by naming each classroom after a college. We emphasize student engagement in every classroom with high academic expectations and a rigorous curriculum based on the Common Core Standards. We are a Blending Learning Community focused on personalized learning with use of technology daily. We also offer leveled classroom libraries, academic group discussions, FOSS Science; and data-driven acceleration lessons as well as enrichment activities such as our computer lab, sports, gardening, vocal music, instrumental music, library, and African Dance. Above all, we promote collaboration, equity, and cultural competence. We see our cultural diversity as an asset and we celebrate our love and respect for each other with ongoing multicultural activities. As a Full-Service Community School, we have the Piedmont Avenue Branch of the Oakland Public Library and we offer counseling services from the Ann Martin Wellness Center on our site. Our family partnerships involve parents in the classrooms, and parents are also active on our PTA, SSC, and Dad's Club. We have community partnerships with Experience Corps, Faith Network, the Oakland Worship Center, Oakland Technical High School Tutors, CAL Tech Girls and the YMCA East Bay. Our school colors are Red, Black and White as we show Piedmont Avenue Panther Pride! Go Panthers!

School Mission and Vision

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

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:

Priority Strengths

Root Causes of Strengths

<p><i>College/Career Readiness</i></p>	<p>Based on Mid Year Assessments- 88% of TK students can identify letter names. 48% show mastery of rhyming words. 54% show knowledge of vocabulary. 74% of Kindergarten students show mastery of uppercase letters. 66% of Kindergarteners show mastery of lowercase letters. On the iReady diagnostic 19% of 1st graders students scored midyear or above. 6.9 % scored early grade. 26.2% of second graders scored mid/above grade and 13.1% scored early grade. On the iReady ELA Standards Mastery, 15.1% of 3rd grade, 2.5% of 4th grade, 10.8% of 5th grade scored proficient. On the iReady Math Standards Mastery 15.1% of 3rd grade, 7.5% of 4th grade and 5.4% of 5th grade students scored proficient.</p>	<p>The root causes for these strengths are that the Kindergarten team of teachers are a collaborative group that uses PLC time to share best practices and lesson plans; in grades TK-5 teachers work together to review data during PLC's and they plan lessons to engage the students in mastery of grade level standards. Professional development sessions support teachers with the cycle focus plans such as the focus on academic discussions and citing evidence in writing. The TSA supports the TK-2 PD/PLC sessions. The principal supports the 3-5 PD/PLC sessions.</p>
<p><i>Focal Student Supports</i></p>	<p>The African American males are the focal students at Piedmont Avenue as they have consistently scored the lowest on assessments.</p>	<p>Mid Year RI from 2019/20 to 20/21 shows the rate of students reading at or above grade level for 3-5 grade AAF went from 33.4% to 36.9% and for AAM went from 31.3% to 35.5%.</p>

<p><i>Student/Family Supports</i></p>	<p>The KingMakers of Oakland supported the start of school with a school supply and book bag handout. Parents were also asked to take a survey to indicate any technology or social emotional needs as we started the year with social unrest due to African Americans being treated unjustly. Kingmakers offered Family Game nights and a community learning exchange about the needs of the Black community. The Piedmont Avenue Reading Tutors (PART), a volunteer organization at our school presented a Parent Engagement Session to give parents tips for helping students improve reading skills. About 25 parents participated. Other parent engagement sessions were the Family Reading Nights, Parent Teacher Conference, Title One/Back to School Meeting, the Winter Holiday Music Concert, African American Heritage Night. Our PTA leads the Halloween Fall Festival Trunk or Treat event, Oakland Landmarks Event and a Readathon. The principal held a weekly "Tea with the Principal" to get parents updates with school events and to answer questions for parents during distance learning.</p>	<p>All supports for parents were well planned and inclusive. All events were announced via school messenger emails, social media and through the teachers class dojo. As events were planned, parents were asked about their needs to keep the events relevant and engaging.</p>
<p><i>Staff Supports</i></p>	<p>The staff is supported with weekly PD and PLC grade level meetings. The TSA, principal and ELA and Math lead teachers support staff with learning best practices and teaching strategies. The teachers also attend district led professional development.</p>	<p>The Swun Math curriculum has supported instruction by giving students conceptual, procedural and constructive response lessons. Swun Math coaches work with teachers monthly by observing, coaching, modeling lessons and reviewing pacing with all teachers at all grade levels.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<i>College/Career Readiness</i>	Based on Mid Year RI, 25% of 3-5 grade students were flat in reading growth. 8% are 1/2 year behind grade level and 6.8% are more than one year below grade level. Overall, 52.7% of 3-5 grade students are reading below grade level. The iReady Diagnostic for 1st grade shows that 62.1 % of students are below grade and 41% of second graders are below grade level.	Several Kindergarten students have not attended preschool and have SEL challenges that interrupt their academic achievement. 17% of students are chronically absent or late. Students have limited writing skills and not able to write high DOK level answers on their assessments. Students have limited technology skills and unable to type answers. Assessment Data needs to be reviewed so teachers can plan reteach/reengage lessons. Title One funding for the TSA will help support interventions and instructional supplies will help meet the root cause of these challenges.
<i>Focal Student Supports</i>	The African American males are the focal students at Piedmont Avenue as they have consistently scored the lowest on assessments.	34.5% of African American males are reading at grade level.
<i>Student/Family Supports</i>	Less than 20% of families attend Family Engagement events after Back to School night. Only 80% of parents in the upper grades attend Back to School night. Only 80 % of parents attended the Parent -Teacher conferences.	During in person learning, many families come to pick up students at 6pm from the after school program after working and explain that they are too tired to stay for the after school events.
<i>Staff Supports</i>	Teachers are unfamiliar with the ELA curriculum requirements and use more supplemental material than the Lucy' Calkins curriculum.	More district training for the ELA curriculum or the adoption of a new ELA curriculum would help teachers as they plan effective ELA lessons.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	85% of Kindergarten and 1st grade students perform at/above benchmark as measured by iReady Reading and 65% of students in grades 2-5 will perform at/above benchmark as measured by the ELA SBAC by May 2022.
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Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	40.0%	50.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	40.0%	50.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	50.0%	60.0%
<i>Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-55 (Spring 2019)	n/a	-43.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	n/a
IAB ELA at or above Standard	All Students	n/a	n/a	40.0%	45.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	45%	50%	55.0%
<i>Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-60.0
IAB Math Above Standard	All Students	n/a	8.5%	30%%	40%%
CAST (Science) at or above Standard	All Students	n/a	16.7% (Spring 2019)	n/a	n/a

Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	45%	50%
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Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: By May 2022 African American students will show growth of 5-10% in ELA and Math on the SBAC. DF3 will be -60 for African American students in grades 3-5 as measured by the SBAC ELA in May 2022.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-76.4 (Spring 2019)	n/a	-60.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-69.8 (Spring 2019)	n/a	-50.0
IAB ELA at or above Standard	Students with Disabilities	n/a	n/a	40.0%	45.0%
IAB ELA at or above Standard	African-American Students	n/a	n/a	40.0%	45.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	39.2%	Coming soon	34.0%

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-101.7 (Spring 2019)	n/a	-89.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-80.8 (Spring 2019)	n/a	-60.0

IAB Math Above Standard	Students with Disabilities	n/a	8.3%	40.0%	45%%
IAB Math Above Standard	Low Income Students	n/a	5.2%	40%%	45.0%
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	12.2%	n/a	18.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	33.3%	n/a	30%%

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

School Goal for May 2024: Chronic absences will be reduced by 5% for all students by May 2022,

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	75.0%	n/a	80%%
Suspensions	All Students	-2pp	0.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	16.1%	n/a	24.0%
Chronic Absence	African-American Students	-2pp	18.8%	n/a	24.0%
UCP Complaints	All Students	n/a	n/a	0	0

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

School Goal for May 2024: 100% of teachers will regularly attend professional development and receive observation and feedback on their growth goals by May 2022..

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	95.0%	95.0%
Teacher Retention	All Teachers	n/a	78.3% (Fall 2020)	90.0%	95.0%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Students and families that are low performing will be given the opportunity to extend the learning day by enrolling in the after school program.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

Piedmont Avenue Elementary
School: School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

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

20-21 Conditions for Student Learning Priority: Attendance

Theory of Change:

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related School Goal:

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

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

To improve attendance, we began the year by informing parents about the direct impact that attendance has on successful academic achievement with a Power Point presentation at our Title One Back to School Night. We shared data and discussed improvement strategies. In addition, our attendance clerk calls parents daily to excuse absences if students are ill. She also informs parents about truancy matters if students have unexcused absences. We have SART meetings each trimester and schedule SST meetings for students with chronic absences. Teachers also have class rewards for perfect attendance days. We are planning to make more school wide attendance competitions per grade level with rewards and incentives.

What evidence do you see that your practices are effective?

The overall attendance rate improved by 1%. Kindergarten attendance rate reduced by 5% possibly due to distance learning.

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

We will hold more SART meetings. If students attendance does not improve after the initial SART meeting we will schedule consecutive meetings every 8-10 days to review attendance and goals with families. If attendance of these families continue to be chronically truant, then parents will be referred to the SARB process.

20-21 Standards-Based Instruction Priority: Rigorous Academics in Mathematics

Theory of Change:

If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC)

Related School Goal:

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

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

The Swun Math curriculum was implemented for the third consecutive year in 2020-21. We began with focus on academic conversations in math to ensure student were able to explain how they solved problems. Effective questioning was a focus to ensure students were asked higher level thinking questions in reference to DOK levels. Mid year we focused on the academic discussion leading to students effectively writing high level constructed response answers. Overall was challenging due to distance learning.

What evidence do you see that your practices are effective?

The Swun Math preassessment were taken during the first few weeks of school. On Swun Trimester 1 assessments in mid Fall the students made 8% -20% growth from the preassessment depending on grade levels.

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

We will continue to implement the Swun Math curriculum for 2021-22 school year.

20-21 Language & Literacy Priority: Rigorous Academics in ELA

Theory of Change:	If teachers develop a deep understanding of the common core writing standards, ensure writing is an integral part of all content areas, receive consistent coaching, support and feedback, then there will be an increase of the number of (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc)students performing proficient on On Demand Writing and SBAC.
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Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers were trained to support students in academic conversations prior to citing evidence in writing assignments. Protocols, anchor charts, complex texts and modeling were strategies used to help students form sentences and paragraphs wil citing evidence. Teachers selected writing rubics by grade level and used weekly writing assignments to track student progress. Students were also assessed using the SRI monthly to set monthly data goals and track progress in reading. Student set goals and data walls showed student growth.

What evidence do you see that your practices are effective?

Student engagement in using protocols during academic discussions and as they cited evidence in wrtng showed growth in their classroom assignments and on the iREady and RI assessments. Goal setting was effective in most classes as the students set their scores on data charts and set growth goals. The classes were teachers had students focus on goal setting and set up data walls made more growth than those that did not.

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

We will ensure all teachers learn the importance of higher level questioning and DOK levels as they are planning lessons to provide rigorous lessons. Teachers will continue setting up data walls and goals, to track monthly RI and writing achievement

20-21 Conditions for Adult Professional Learning Priority: 100% of K-2 Teachers will attend Professional Develop and learn to implement SIPPS and other grade level programs.

Theory of Change:	If teachers participate in SIPPS Training and learn to teach foundational sounds, segmentation and reading skills, then students in Kindergarten will have the basis to build excellent reading skills.
Related School Goal:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers and early literacy tutors were trained in SIPPS and provided small group instruction to Kindergarten through second grade students.	
What evidence do you see that your practices are effective?	
The students who attended the tutoring sessions regularly made the most growth with the early literacy skills.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Teachers will continue to implement SIPPS daily.	
20-21 Conditions for English Language Learners Priority:	Reclassification of English Language Learners
Theory of Change:	If we provide explicit and systematic English Language Development with personalized learning ELs will improve performance on RI and ELPAC. In addition support will be give to teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We provided specific ELD instruction to our students based on ELPAC data. The pull out program was daily with goals set for each students. Students were engaged in daily academic discussions and teachers were taught to use ELD strategies such as visuals, prompts, sentence starters, wait time and circling back to students if they pass when called on.	
What evidence do you see that your practices are effective?	
We had some students who reclassified. Our newcomer students made growth in learning English skills and were able to participate more in classrooms. PD sessions for teachers, observation and feedback to teachers and prioritizing to ELD strategies in all classrooms were effective practices.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
The TSA will continue to provide ELD support to our EL students.	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	

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

There were no significant differences in the proposed actual and budget except increase in TSA salary base of cost of living expenses.

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

School: Piedmont Avenue Elementary School

School ID: 146

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"): Attendance

School Theory of Change:

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related Goal(s):

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

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	<p>Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p> <p>Students who are performing far below grade level in Reading will be provided an SST to support families with attendance issues and considered these students for Reading Partners and/or After School Program. We will also provide mental services through the Ann Martin Wellness Center to qualified students and families. We will extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth.</p>	<p>Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p> <p>Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans.</p>	<p>Student will attend school regularly and arrive to school on time to reduce the 12% chronic absence rate to 9%</p>		Tier 1
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1-2	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities. Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.			
			Teachers will assist with attendance		
1-3	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Network Leadership monitors scheduling and effectiveness of school community engagement	Low performing students show academic growth		Tier 1
1-4	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Principal and Leadership Team a			Tier 2

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Rigorous Academics in Mathematics
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School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study) Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly. .	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. O1: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices	Professional development feedback, observations of student engagement in learning, student data, progress and growth.	Based on Mid Year RI, 25% of 3-5 grade students were flat in reading growth. 8% are 1/2 year behind grade level and 6.8% are more than one year below grade level. Overall, 52.7% of 3-5 grade students are reading below grade level. The iReady Diagnostic for 1st grade shows that 62.1 % of students are below grade and 41% of second graders are below grade level.	Tier 1

2-2	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Teachers will use Math Centers to differentiate math instruction, with a focus on GATE students.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community. "O2: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST) "	Growth on Swun Math assessments, IAB and formative assessments		Tier 1
2-3	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Principal and Leadership team will provide professional development in goals setting and provide time professional learning community time for teachers to review student goals and progress during each cycle. O3: Network Leadership monitors scheduling and effectiveness of school community engagement	Evidence of goal setting, conferring trackers, student progress.		

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Rigorous Academics in ELA				
School Theory of Change:	If teachers develop a deep understanding of the common core writing standards, ensure writing is an integral part of all content areas, receive consistent coaching, support and feedback, then there will be an increase of the number of (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc)students performing proficient on On Demand Writing and SBAC.				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	<p>" Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery."</p>	<p>Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.</p>	<p>Effective Teaching practices observed weekly. Student growth on iReady, RI and Swun Math assessments.</p>		Tier 1
3-2	<p>Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Teachers will hold a TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten</p>	<p>Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans</p>	<p>Family engagement events well attended; student nightly homework and reading logs completed; students engaged in reading books, and software programs outside of classroom.</p>		Tier 1

3-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. The school will partner with community organizations to provide additional reading support to students who are low performing that come from low-income families. .	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. O3: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices. Parent education sessions will be given to give low income families strategies to support reading growth in the home.	Teachers implement learning from professional development in their classroom practice by providing rigorous high quality instruction and small group differentiated instruction to help students meet their personal learning goals.		Tier 2
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District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):	100% of K-2 Teachers will attend Professional Develop and learn to implement SIPPS and other grade level programs.				
School Theory of Change:	If teachers participate in SIPPS Training and learn to teach foundational sounds, segmentation and reading skills, then students in Kindergarten will have the basis to build excellent reading skills.				
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.	Effective Teaching practices observed weekly. Student growth on academic assessments.	Based on Mid Year RI, 25% of 3-5 grade students were flat in reading growth. 8% are 1/2 year behind grade level and 6.8% are more than one year below grade level. Overall, 52.7% of 3-5 grade students are reading below grade level. The iReady Diagnostic for 1st grade shows that 62.1 % of students are below grade and 41% of second graders are below grade level.	Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Reclassification of English Language Learners				
School Theory of Change:	If we provide explicit and systematic English Language Development with personalized learning ELs will improve performance on RI and ELPAC. In addition support will be given to teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	<p>Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. In all grades we will differentiate Language Arts instruction for our English Language Learners, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction with us of the RAZ Kids and the Lexia Online reading programs.</p>	<p>Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning focused on the data of EL focal students.</p>	<p>Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.</p>	<p>Teachers are unfamiliar with the ELA curriculum requirements and use more supplemental material than the Lucy' Calkins curriculum.</p>	Tier 1
5-2	<p>Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.</p>	<p>Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Network Leadership strengthens, models and monitors the knowledge and skills of principals and leadership teams regarding evidence based differentiation practices and teacher feedback</p>	<p>The African American males are the focal students at Piedmont Avenue as they have consistently scored the lowest on assessments.</p>	Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended learning focused on supporting the academic development of students who are below grade level.	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Students who are performing far below grade level in Reading will be provided an SST to support families with attendance issues and considered these students for Reading Partners and/or After School Program. We will also provide mental services through the Ann Martin Wellness Center to qualified students and families. We will extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth.	146-1
TSA to support new teachers, ELD program, assessments, Swun Math and professional development.	\$88,111	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	0108	10-Month Classroom TSA	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-2
Books OTX	\$0	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	146-3
Parent Education Workshops	\$1,830	Title I: Parent Participation	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Students who are performing far below grade level in Reading will be provided an SST to support families with attendance issues and considered these students for Reading Partners and/or After School Program. We will also provide mental services through the Ann Martin Wellness Center to qualified students and families. We will extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth.	146-4

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Books OTX	\$500	Title I: Parent Participation	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Students who are performing far below grade level in Reading will be provided an SST to support families with attendance issues and considered these students for Reading Partners and/or After School Program. We will also provide mental services through the Ann Martin Wellness Center to qualified students and families. We will extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth.	146-5
Chromebooks	\$5,825	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-6
Copier Maintenance	\$3,500	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Students who are performing far below grade level in Reading will be provided an SST to support families with attendance issues and considered these students for Reading Partners and/or After School Program. We will also provide mental services through the Ann Martin Wellness Center to qualified students and families. We will extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth.	146-7

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Refreshments	\$2,000	General Purpose Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans.	146-8
Supplies	\$15,260	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans.	146-9
Swun Math	\$10,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities. Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	146-10
Heroes Program	\$25,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	146-11
African Dance and Storytelling	\$8,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-12

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Additional Prep EEIP Teacher	\$32,723	LCFF Supplemental	1105	Certificated Teachers' Salaries	4430	Teacher Education Enhancement	0.25	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities. Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	146-13
AAMA Facilitator	\$23,091	LCFF Supplemental	5733	Manhood Development Program, AAMA Facilitator	tbd	Enter position number at left.	0.25	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-14
Software Licences	\$10,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	146-15
Field Trip Buses	\$10,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-16
Stip Sub	\$76,852	LCFF Supplemental	1105	Certificated Teachers' Salaries	6597	STIP Teacher	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities. Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	146-17

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Swun Supplies	\$12,994	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities. Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	146-18
Classroom Books	\$5,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-19
Extended Teacher Contracts	\$7,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Students who are performing far below grade level in Reading will be provided an SST to support families with attendance issues and considered these students for Reading Partners and/or After School Program. We will also provide mental services through the Ann Martin Wellness Center to qualified students and families. We will extend learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth.	146-20
TSA	\$37,761	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	0108	10-Month Classroom TSA	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	146-21



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Piedmont Avenue Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Providing Parents Information Sessions in the core subjects three times a year.
- Holding Parent-Teacher Conferences twice per year.
- Sending Report Cards three times a year.

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

- Family Engagement Engineering Extravaganza
- Family Literacy Nights
- Lights On Afterschool Reading Night

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Monthly School News Bulletins sent home about upcoming school events.
- School Messenger, including Robo calls, emails and text messages about school events.

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

- Information presented at Report Cards, SSC Meetings, Class Dojo and Data Bulletin Boards.

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

- Using translation service to provide information in English, Spanish and Vietnamese.
- Parents that speak other languages such as Amharic and Tigrinya are encouraged to sit next to parents that speak their home language and English to get translation.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Having parents sign up and an open door policy
- Engaging parents to participate at PTA meetings.

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Purchasing software licenses such as Razkids and ST Math that the parents can access at home.
- Sending home weekly homework assignments.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- School leadership will train staff about the importance of having parents as equal partners.
- Having staff members that regularly attend SSC and PTA meetings.

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

- Holding regular monthly SSC, PTA meetings.
- Holding parent conference meetings twice a year as requested by parents.
- Ensuring all parents have the opportunity to meet with teachers before, during and after school hours based on their needs.

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

- Holding the Annual Title One Meeting, monthly SSC and PTA Meetings
- Family Engagement nights at least once or twice per trimester.

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

- Informing all parents about the meetings and school events with announcements in English and Spanish.
- Informing all parents about meetings and school events using School Messenger.

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

- Using data to support the request and needs known by parents to plan family engagement activities.
- Planning family engagement activities after work hours.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Keeping parents informed about the district, public library and other community family engagement programs and resources.

Adoption

This policy was adopted by the Piedmont Avenue School Site Council on August 11, 2020 and will be in effect for the period of August 26, 2020 through May 24, 2021.

The school will distribute this policy to all parents on or before August 26, 2020.

Zarina Ahmad
Name of Principal

Signature of Principal

Date August 26, 2020

Please attach the School-Parent Compact to this document.

[The Piedmont Avenue School Parent Compact 2020](#)



Strategic Resource Planning

2020-2021

School Site Council Membership Roster – Elementary

Piedmont Avenue

School Name: _____

Chairperson : Gregvin Lewis
Vice Chairperson: Roxana Miles
Secretary: Michelle Jaramillo

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Zarina Ahmad	X			
Gregvin Lewis		X		
Roxana Miles		X		
Kristi Hertel		X		
Connie Terrell			X	
Mareme Samb				X
Christen Soares				X
Michelle Jaramillo				X
Jack Nagle				X
Shamonica Clarak				X

Meeting Schedule (day/month/time)	Every 2nd Tuesday of the Month at 5pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community Members



School-Parent Compact

Piedmont Avenue Elementary School

2020-21

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

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

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Provide math instruction that develops critical thinking, procedural and conceptual skills. Focus on learning basic facts; academic discussions and problem solving in multiple ways.
 - Provide ELA instruction with a focus on writing with citing evidence.
 - NGSS Science class with hands - on learning.
 - Technology skills used cross content curriculum.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - The first parent-teacher conference week will be October 13-16. Parents will be given the opportunity to meet with each child's teacher privately to discuss student progress. We will have additional minimum days during this time.
 - The second parent-teacher conference week will be March 31-April 2. Parents will be given the opportunity to meet with each child's teacher to discuss student progress. We will have additional minimum days during this time.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - Teachers will communicate with parents via email, Class Dojo or phone calls to give updates about students progress.
 - Report Cards will be given at three times in the year.

- District assessment data will be reflected in the report cards.
- 4) Provide parents reasonable access to staff.**
- Parents can request additional conferences with teachers. In addition, each teacher has a weekly conference/preparation periods in which can be devoted to parent conferences.
 - Teachers may provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.
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- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- Parents/guardians are welcome to visit classrooms as we will have an open door policy to visits. Please check in at the office to receive a visitor's pass.
 - All parents are invited to volunteer and participate in PTA sponsored and all other school wide events.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- All parents will be invited to attend parent education sessions to learn how to help students with academic achievement on October 14, 2020 and January 27, 2021 at 5:30pm.
 - All parents are invited to the Literacy Night led by our after school program.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- All teachers and staff members will have professional development about the importance of communicating with parents and how to welcome and engage them into the school environment.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- School robocalls, email and text blast in addition to a monthly bulletin sent by teachers will be used to communicate with family members about school events.
 - Parents can request information to be translated into additional languages.
 - Parents can request translation services for meetings.

Teacher Responsibilities

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

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

Parent Responsibilities

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

- Get my child to school daily and be on time.
- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. —*e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.*]

Student Responsibilities

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

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

This Compact was adopted by the Piedmont Avenue Elementary on August 11, 2020, and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 26, 2020.

Zarina Ahmad

Signature of Principal

Date August 26, 2020