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Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Piedmont Avenue Elementary School
CDS Code: 1612596002117
Principal: Zarina Ahmad
Date of this revision: 4/12/20

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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
Address: 4314 Piedmont Ave.
Oakland, CA 94611

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/12/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 | <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 |
| <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 EDC § 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/12/2022

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

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

Signatures:

Zarina Ahmad <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 4/12/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Jack Nagle <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 4/12/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 5/27/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 5/27/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/9/2021	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.
12/14/2021	SSC & School Culture Team	Reviewed attendance data and planned incentives and rewards for improvement.
1/7/2011	SSC & SELLS	Held an emergency SSC meeting to review and approve budget allocations for 2022-23.
1/11/2022	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.
02/08/2022	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.
3/8/2022	SSC & Instructional Lead TEam	Worked with the SSC and ILT members to plan education focus for 2022-23 and align with budget items and school goals including special education and Kindergarten transition. Held SSC meeting for approval.
4/12/2022	SSC & SELLS	SPSA Approval

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

In addition to the actions outlined in this plan, Oakland Unified 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. 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$91,430.00
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	\$441,038.77

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)	\$83,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$19,860.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,230.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$198,605.00	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)	\$5,575.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	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:	\$91,430.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$349,608.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$441,038.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 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: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	36%	<i>not available until Fall 2022</i>	46%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	33%	<i>not available until Fall 2022</i>	43%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	31%	<i>not available until Fall 2022</i>	41%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-55	n/a	<i>not available until Fall 2022</i>	-45
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	27%	<i>not available until Fall 2022</i>	32%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-73	n/a	<i>not available until Fall 2022</i>	-63
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	20%
CAST (Science) at or above Standard	All Students	17%	n/a	<i>not available until Fall 2022</i>	26%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-76.4	n/a	<i>not available until Fall 2022</i>	-70.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-69.8	n/a	<i>not available until Fall 2022</i>	-43.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	17%	<i>not available until Fall 2022</i>	33%

SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-101.7	n/a	<i>not available until Fall 2022</i>	-90.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-80.8	n/a	<i>not available until Fall 2022</i>	-60.0
Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	16%	2%	<i>not available until Fall 2022</i>	22%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	87%	82%	<i>not available until Fall 2022</i>	92%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	1%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	50%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	50%
Chronic Absenteeism	All Students	16%	19%	<i>not available until Fall 2022</i>	3%
Chronic Absenteeism	African American Students	19%	24%	<i>not available until Fall 2022</i>	8%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<p><i>LCAP Goal 1: 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>LCAP Goal 2: 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>LCAP Goal 3: 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 fu Familyf 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 Fesitval 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>LCAP Goal 4: 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>LCAP Goal 1: 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>LCAP Goal 2: 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>LCAP Goal 3: 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>LCAP Goal 4: Staff Supports</i>	Teachers need additional training with the newly adopted math curriculum.	District training for the new adopted math curriculum and continued training on the EL ELA curriculum will help teachers as they plan effective ELA lessons.

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Piedmont Avenue Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

The overall implementation of the SPSA will remain the same. Our goal to improve overall academic achievement includes plans to improve attendance. 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 meeting. 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 the rewards and incentives. Our TSA will support new teachers and mathematics instruction. \

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Students who attend school regularly and arrive on time, will have the opportunity to learn and achieve their academic goals.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions 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.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	SBAC Math Distance from Standard Met	The Title One funded TSA led mathematics instruction. Supported Swun Math implementation by distributed books and materials, small group instruction, organized and led PD and PLC, tracking of teacher pacing.	Returning teachers who know the math curriculum well, made growth with the benchmark math assessments. As we learned that the math curriculum would change next school year, our new teachers showed limited investment in learning Swun Math and teaching it with fidelity. The TSA also supported our school as the Covid Safety lead and did not make as many observations or provide math instructional coaching.	The TSA will not be the safety lead next year. The only focus will be on supporting teachers and students with the new mathematics curriculum. Observations, feedback, coaching, peer observations, PD/PLC time will be the priority for the TSA.

Books OTX	i-Ready Reading at or above Mid-Grade	Enhancing classroom libraries with non fiction texts book was a goal that support the interest and the EL program.	The additional text books we selected enhance the EL reading curriculum topics. The students seem to enjoy reading books from their classroom libraries. Books given to students for home libraries and our Family Reading nights will also support our goal of student reading.	We will continue purchases books for classroom libraries.
Books OTX Parents	Chronic Absenteeism	A parent education session about how parents can help children succeed in school was given to parents. Books titled, Parent Power, were given to parents. Discussion about attendance engaged parents about the importance of coming to school daily and on time.	The parents who attend the workshops all agree that they learned so much especially about the importance of regular and on time school attendance. Unfortunately more parents need to attend. The parents who most likely need the workshop are not in attendance. They appreciated the books that they received at the parent workshop.	Offer more incentives such as gift cards, prizes and more to encourage more parent attendance at the workshop.
Assembly/Presentation Supplies	SBAC ELA Distance from Standard Met	The PART (Piedmont Avenue Reading Tutors) provide parent workshop assemblies to help parents learn the best strategies for supporting students with reading improvement by grade level.	The parents who attend the workshops all agree that they learned so much especially about the importance of regular and on time school attendance. Unfortunately more parents need to attend. The parents who most likely need the workshop are not in attendance.	Offer more incentives such as gift cards, prizes and more to encourage more parent attendance at the workshop.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

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: 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:

Students and families are welcomed, safe, healthy, and engaged.

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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<p>1-1</p>	<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 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>The overall attendance rate improved by 2%. Kindergarten attendance rate reduced by 5% possibly due to distance learning.</p>	<p>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.</p>	
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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.	Students will chronic attendance issues will go through the SART and SARB process.		
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	Attendance matters on agenda and discussed at PTA, SSC and parent conference meetings		
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 allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	Perfect attendance and improved attendance awards will be given at monthly Student Summit assemblies.		

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

School Priority: Rigorous Academics in Mathematics

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 graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
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	Preassessment given during the first few weeks of school. Data will be analyzed during PLC's and students will be placed in differentiated groups so their mathematics needs will be met.	Teachers need additional training with the newly adopted math curriculum.	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) "	Evidence of math facts on data walls will be evidence that will also be used during cycles of inquiry.		
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	Goal setting and awards for proficiency and growth.	The African American males are the focal students at Piedmont Avenue as they have consistently scored the lowest on assessments.	

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

School Priority:	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 graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
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?

<p>3-1</p>	<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>Student engagement in using protocols during academic discussions and as they cited evidence in writing showed growth in their classroom assignments and on the iReady 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.</p>		
<p>3-2</p>	<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>Attendance of parents at family engagement events.</p>		

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.	Attendance and engagement of teachers at PD and PLC. Professional development agendas.		
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District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority:	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):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
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?
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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.	Agendas, slides and sign in sheets from professional development. Observation and feedback notes.		
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Engagement of African American students in academic discourse during conceptual mathematics instruction
School Theory of Change:	If African American students are engaged in academic discourse, then they will have the opportunity to develop their critical thinking skills.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</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	Teachers will be intentional about engaging African American students in academic discussions during mathematics instruction.	Principal will observe classes and give feedback and coaching about the level of engagement of African American students during mathematics instruction.	Calling on observations tools	The African American males are the focal students at Piedmont Avenue as they have consistently scored the lowest on assessments.	Tier 1

5-2	Teachers will use protocols during academic discussion that equitably engage all students.	Provide professional development about the use of different protocols for academic discussions.	PD power point presentation, PLC time for planning, observation data on use of protocols.	Teachers need additional training with the newly adopted math curriculum.	Tier 1
5-3	Teachers use small group instruction to differentiate the needs of student engagement in academic discourse.	Give planning time for reviewing data and planning differentiated instructional groups.	Small groups during instruction, planning tools, data.	The African American males are the focal students at Piedmont Avenue as they have consistently scored the lowest on assessments.	Tier 2
5-4	Teachers give parents updates regularly about students engagement and performance data in mathematics.	School wide time for parent conferences, prep time for teachers, and PD on family engagement strategies.	PD power point presentation, PLC time for planning, observation data on use of protocols.	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.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	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 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 Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
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?

6-1	<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>Designated ELD instruction</p>	<p>Teachers need additional training with the newly adopted math curriculum.</p>	<p>Tier 2</p>
6-2	<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>PD and PLC to analyze data of EL students.</p>		

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$101,846	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8698	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	146-1
10-Month Teacher on Special Assignment (TSA)	\$44,685	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	0108	10-Month Classroom TSA	0.35	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	" 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."	146-2
10-Month Teacher on Special Assignment (TSA)	\$82,987	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	0108	10-Month Classroom TSA	0.65	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	" 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."	146-3
African American Achievement (AAMA/AAFE) Teacher	\$41,615	Centrally-funded	1105	Certificated Teachers' Salaries	7601	STIP Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	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	146-4
African American Achievement (AAMA/AAFE) Teacher	\$20,807	LCFF Supplemental	1105	Certificated Teachers' Salaries	7601	STIP Teacher	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	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.	146-5

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
African Dance Contract	\$8,000	LCFF Supplemental	5825	Contract		Contract		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	146-6
Books OTX	\$638	Title I: Basic	4200	Books other than Textbooks		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	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. .	146-7
Books OTX	\$500	Title I: Parent Participation	4200	Books other than Textbooks		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CAST (Science) at or above Standard	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.	146-8
Chromebooks for students	\$5,575	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	146-9
Copier Maintenance	\$3,500	General Purpose Discretionary	4425	Duplicating Equip < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	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.	146-10

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Extended Contracts for Teachers	\$7,500	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	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.	146-11
Field Trip Buses	\$5,000	LCFF Supplemental	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	146-12

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
HEROES Contract	\$35,000	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	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.	146-13
Parent Training	\$1,730	Title I: Parent Participation	5828	Assemblies/Classroom Presentations		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CAST (Science) at or above Standard	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) "	146-14
Prep/Enrichment Teacher	\$34,215	LCFF Supplemental	1105	Certificated Teachers' Salaries	4430	Teacher Education Enhancement	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	146-15
Refreshments	\$2,500	General Purpose Discretionary	4311	Meeting Refreshments		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	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	146-16

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,078	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8699	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	" 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."	146-17
Substitute Teacher Incentive Plan (STIP) Teacher	\$38,110	LCFF Supplemental	1105	Certificated Teachers' Salaries	6597	STIP Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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. .	146-18
Supplies	\$13,860	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	146-19
Supplies	\$5,287	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	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.	146-20

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Vacant Social Worker	\$112,782	One-Time COVID Funding	1205	Certificated Pupil Support Salaries		Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	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.	146-21
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	after school programming	146-22



**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 10, 2021 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 September 1, 2021.

Zarina Ahmad
Name of Principal

Zarina Ahmad
Signature of Principal

Date September 1, 2021

Please attach the School-Parent Compact to this document.

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



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

School-Parent Compact

Piedmont Avenue Elementary School

2021-22

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 2021-22 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 4-8. 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 9-11. 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.
 -
- 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 20, 2021 and January 26, 2022 at 5:30pm.
 - All parents are invited to the Literacy Night and Science Nights 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 10, 2021, and will be in effect for the period of the 2021-22 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 September 1, 2021.

Zarina Ahmad

Signature of Principal

Date September 1, 2021



Strategic Resource Planning (SRP)

Piedmont Avenue ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Jack Nagle
Vice Chairperson:	Kristi Hertel
Secretary:	Sarah Wheels

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Zarina Ahmad	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sarah Wheels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Connie Terrel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Kristi Hertel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Roxana Miles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Jack Nagle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Mareme Samb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Shamonica Clark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Michelle Jaramillo-Hall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Christen Soares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members