

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

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



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Piedmont Avenue Elementary School
CDS Code: 1612596002117
Principal: Zarina Ahmad
Date of this revision: 6/5/2017

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

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

Contact: Zarina Ahmad

Position: Principal

Address: 4314 Piedmont Ave.
Oakland, CA 94611

Telephone: 510-654-7377

Email: zarina.ahmad@ousd.org

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

OAKLAND UNIFIED SCHOOL DISTRICT

Devin Dillon, Interim Superintendent

James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Piedmont Avenue Elementary School

Site Number: 146

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

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

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

Date(s) plan was approved: May 9, 2017

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, media announcements, etc.) |
|--|--|--|

Signatures:

Zarina Ahmad

School Principal

Zarina Ahmad
Signature

5/9/2017
Date

Danielle Justesen

Print name of SSC Chairperson

Danielle Justesen
Signature

5/9/2017
Date

Alicia Bowman

Network Superintendent

Alicia Bowman
Signature

5/12/17
Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Marcus Silvi
Signature

5/25/17
Date

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

Date	Stakeholder Group	Engagement Description
10/6/2017	ILT	ILT work on priorities for SPSA and current progress to date on goals.
4/13/2017	ILT	ILT work on priorities for SPSA and current progress to date on goals.
9/13/2016	SSC	SSC reviews goals and priorities to date, planning through next steps for 17-18 school year
10/11/2016	SSC	SSC reviews goals and priorities to date, planning through next steps for 17-18 school year
11/8/2016	SSC	SSC reviews goals and priorities to date, planning through next steps for 17-18 school year
12/13/2016	SSC	SSC reviews goals and priorities to date, planning through next steps for 17-18 school year
1/10/2017	SSC	SSC reviews goals and priorities to date, planning through next steps for 17-18 school year
2/14/2017	SSC	SSC reviews goals and priorities to date, planning through next steps for 17-18 school year
3/14/2017	SSC	SSC reviews goals and priorities to date, planning through next steps for 17-18 school year
4/14/2017	SSC	SSC reviews goals and priorities to date, planning through next steps for 17-18 school year

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$56,700.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$140,485.11	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$293,813.95	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$55,318.87	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,852.55	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$57,171.42	\$0.00

PART A: ABOUT THE SCHOOL

School Description

At Piedmont Avenue Elementary, we inspire children to love learning and 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, 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. Join our school family and be a part of the Piedmont Avenue Panther Pride!

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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Rigorous Academics in ELA

SCHOOL GOAL for Rigorous Academics in ELA:

In 2016 24% of all students in grades 3-5 showed proficiency in ELA. In 2017, 28% of these students will show proficiency in ELA. In 2018, 32% of students in gades 3-5 will show proficiency with grade level reading by end of the course as measured by SBAC.

SCHOOL TARGETS for Rigorous Academics in ELA:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	23.98%	27.98%	31.98%

Other Leading Indicators for Rigorous Academics in ELA:

F&P Growth, SRI Growth, classroom observations

NEEDS ASSESSMENT for Rigorous Academics in ELA:

STRENGTHS	CHALLENGES
BAL is used in most classrooms. All classrooms have leveled libraries. Based on the data, 24% of all students in grades 3-5 scored proficient or advanced in ELA on the SBAC. 30% of 2-5 grade African American females score at or above grade level on the mid year SRI, up 3% points from the Fall SRI in which 27% of African American females scored at or above grade level. 24% of African American males scored at or above grade level on the Fall SRI and 28.8% scored at or above grade level mid year which is a 4.8% gain. 85 students were multiple years below grade level on the Fall SRI. Mid year 72 students were multiple years below which is a decrease of 13 students. 18.2% of Latino students in grades 2-5 scored at or above grade level on the Fall SRI. 25.7% Latino students in grades 2-5 scored at or above grade level on the mid year SRI which is an increase of 7%. 88% of EL 2-5 grade students were reading multiple years below grade level on the Fall SRI. 78% of EL 2-5 grade students were reading multiple years on the mid year SRI. This is a decrease of 10%. 5% of Special Education students performed at or above grade level on the Fall SRI. 12% of Special Education students performed at or above grade level on the mid year SRI which is a 7% growth.	An area of growth is to improve questioning techniques by grades 3-5. As a result there are several challenges in the data results as shown on the 2015-16 SPF data. 76% of all students in grades 3-5 scored below grade level on the SBAC in ELA. The ELA score declined by 9% overall. African American were the lowest performing ethnic group 110/171 students. 20% of students scored proficient/advanced. There was a 6% decline for African Americans. 21% of low income students scored proficient or advanced which was a 6% decline. On the SRI 72 students, 45% of all students in grades 2-5 scored multiple years below in reading. 30 students, 19% of all students in grades 2-5 score 1 year below grade level in reading as measured by the mid year SRI. 78% of EL are reading multiple years below grade level. 64% of Special Education students in grades 2-5 scored multiple years below grade level on the mid year SRI.

ROOT CAUSE ANALYSIS

A root cause for low performance is that we have 6/13 new teachers who have not been trained with Lucy Caulkins and the components BAL. Leadership needs to provide more differentiated professional development in the area of PLC to support new teachers and staff. The staff member that was hired as a TSA to support new teachers had to go back into the classroom as a teacher to replace who teacher who left.

Another root causes for low performance in all areas is that several of the lowest performing students have chronic absences and late arrival and miss reading instruction. Classroom and behavior management issues have interrupted learning in some classes where teachers have struggled with their students. English Language development was not a schoolwide focus which may have led to the number of Latino students reading multiple years below grade level.

MATHEMATICS PRIORITY:	Rigorous Academics in Mathematics
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SCHOOL GOAL for Rigorous Academics in Mathematics:

In 2016 our SBAC proficiency was 16% for all students in Math. In 2017, we are striving for 20% proficiency. In 2018, our goal is 25% of students in grades 3-5 will show proficiency in grade level math by the end of the course as measured by SBAC.

SCHOOL TARGETS for Rigorous Academics in Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	16.37%	20.19%	24.00%

Other Leading Indicators for Rigorous Academics in Mathematics:

SMI, CEOU, classroom observations

NEEDS ASSESSMENT for Rigorous Academics in Mathematics:

STRENGTHS	CHALLENGES
The District Math Curriculum (Purple Guide) and Math Expression is used in all classes. All classes use ST math and the teachers have received training on all math programs. 16% of students in grades 3-5 scored at or above grade level on the 2015-16 SBAC as shown on the SPF. 30% of students in grades 2-5 scored at grade level or above on the Fall SMI. 9.2% of low income students performed at or above grade level on the Fall SMI.	Weak questioning techniques were asked during math lessons by some teachers. Open questions that ask students to explain their thinking and pushing them to solve problems using multiple strategies is needed. On the Fall SMI, 27.5% of students in grades 2-5 score 3 years below grade level; 37.3 of students in grades 2-5 score 2 years below grade level; 20.9 of students in grades 2-5 scored 1 year below grade level.

ROOT CAUSE ANALYSIS

A root cause for low performance is that we have 6/13 new teachers who are still learning the math curriculum and developing effective teaching strategies. Teachers need to improve questioning strategies. Leadership needs to provide more differentiated professional development in the area of PLC to support new teachers and staff. The staff member that was hired as a TSA to support new teachers had to go back into the classroom as a teacher to replace who teacher who left. New teachers need more support. Peer observations that were scheduled during three periods of the school year did not happen as planned because no substitute teachers reported to the school.

Another root cause for low performance in all areas is that several of the lowest performing students have chronic absences and late arrival and miss reading instruction. Classroom and behavior management issues have interrupted learning in some classes where teachers have struggled with their students. English Language development was not a schoolwide focus which may have led to the number of Latino students reading multiple years below grade level.

CULTURE & CLIMATE PRIORITY: Attendance

SCHOOL GOAL for Attendance:

96% of all students in grades TK-5 will attend school regularly throughout the school year. We will reduce the chronic absence rate from >15% to 12%.

SCHOOL TARGETS for Attendance:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	13.77%	13.27%	12.77%

Other Leading Indicators for Attendance:

The number of excused absences in the monthly statistical report; the number of monthly perfect attendance awards;

NEEDS ASSESSMENT for Attendance:

STRENGTHS	CHALLENGES
94% of students attend student regularly. 13.2% of low income students are chronically absent. This is a decrease of 4.6% from last year. 21% of students with disabilities are chronically absent whis is a 2.1% decrease from last year.	6% of students are absent monthly. 14% of students in grades TK-5 are chronically absent. 21.9% of students in TK-5 grades with disabilities are chronically absent. .

ROOT CAUSE ANALYSIS

The root cause for chronic absences are related to poor communication around the importance of daily attendance and how to access resources to support our highest needs students. According to some parents/guardians, students are absent from when it is raining hashly or extreme cold if famlies walk or catch the public bus. Families did not have coats for their children. Families who commute to school also have lower attendance in inclimate weather. There were also absences due to illness and parents did not call or send notes to excuse the absences.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Parent/Family Engagement**SCHOOL GOAL for Parent/Family Engagement:**

IN 2017-18 we will communicate the importance of regular school attendance to parents and see a decrease in chronic absence by 3% or more monthly.

SCHOOL TARGETS for Parent/Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	All Students	94.94%	95.47%	96.00%

Other Leading Indicators for Parent/Family Engagement:**NEEDS ASSESSMENT for Parent/Family Engagement:**

STRENGTHS	CHALLENGES
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Parents participation rate in the Reading Parent Education sessions increased in first and 5th grade by 50%, from 10 to 20 parents. TK/K had over 30 participants. The parent education sessions taught parents how to support their children with developing good reading skills to meet the Common Core standards. Overall, reading scores grew by 10% points. Parents enjoy coming to school events that involve student performances such as the Winter Holiday Concert, African Dance Performances and school dances. Parents also attend Back to School Night and about 80% attend teacher/parent conferences.	Although the parent participation level showed growth by 50%, only 1/3 of the parents actually participated. Later in the year, the math parent education sessions showed a decrease in participation. As a school, these later sessions were not promoted as well as the earlier reading sessions and there were fewer teachers who committed to lead the sessions. During parent education session, parents learned skills to help their students develop Common Core Math skills and reading strategies.
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ROOT CAUSE ANALYSIS
Parent Avenue is a working class community. Over 50% of students are in the after school program and get picked up at 6pm. Many parents say they need to go home after that time and do not stay for evening events. However, many parents have expressed that they do not understand Common Core and Math Expression math strategies and struggle supporting students with homework. There needs to be shared understanding about these events.

ADDITIONAL PRIORITY:	Personalized Learning
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SCHOOL GOAL for Personalized Learning:

100% of teachers will increase the time students spend on ST Math to 60 minutes a week in grades K-2 and 90 minutes per week in grades 3-5 to increase students proficiency with math concepts and procedures by 10% as measured on the SBAC. 100% of teachers will increase the time that students spend on the Lexia reading program to 30-60 minutes per week to increase student reading fluency by 10% as measured by F&P. Both programs will give low income students increase opportunity to use technology.

SCHOOL TARGETS for Personalized Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	Low-Income Students	21.00%	25.00%	29.00%

Other Leading Indicators for Personalized Learning:

Differentiated progress of low income students based on SRI, F&P monthly goals; tracking of progress on Lexia and ST Math programs along with classroom observation, and lesson plans will monitor the progress.

NEEDS ASSESSMENT for Personalized Learning:

STRENGTHS	CHALLENGES
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The data shows that students in grades 4-5 have a 1:1 ratio with chromebooks. The students in grade 2-3 have a 2:1 student to chromebook ratio. Students who accessed the Lexia program regularly made reading growth. Students used the Lexia Reading Program and the ST Math program with the required weekly minutes. Students are showing excellent progress with Lexia and are testing out by 3rd or 4th grade. Some teachers are using ST Math regularly and students in grades 1-5 are almost meeting the required weekly minutes.	Several students have limited skills with the use of technology. Typing with accuracy and timely is a challenge. Not all teachers are allowing students to use the programs for the required weekly minutes. Not all students are given access to Lexia regularly and are therefore not making growth. Small group instruction with use of technology does not happen in all classes regularly.
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ROOT CAUSE ANALYSIS

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

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Rigorous Academics in ELA:	If all teachers, including new teachers, are well trained in teaching Reading and Writing Workshop/Lucy Caulkins curriculum with good questioning skills, then more students will engage in reading and writing lessons and learn the common core reading and writing standards. Weekly PD, additional new teacher PD, with weekly observation and feedback about readers and writers workshop will help teachers deliver high quality rigorous instruction for the low income, EL and African American students.
SCHOOL THEORY OF ACTION for Rigorous Academics in Mathematics:	If all teachers to follow the math curriculum guide with the use of Math Expressions and plan lesson using math questioning strategies regularly, then low income, foster youth, African American and Latino students will engage in academic discourse with productive struggle and learn rigorous math instruction.
SCHOOL THEORY OF ACTION for Attendance:	If parents are given more reminders about the importance of regular school attendance, through robo calls, personal calls, newsletters and class competitions, then more students will come to school regularly. Parents will understand that only illness or doctors' appointments can excuse absence.
SCHOOL THEORY OF ACTION for Parent/Family Engagement:	If teachers help call parents to invite them to the parent education sessions, then more parents will attend the parent education sessions, then more parents will be able to successfully help students with homework and learn how to question them while they are reading at home. If the school plans engaging and fun STEAM family engagement sessions, more families will come and participate and increase student/family learning.
SCHOOL THEORY OF ACTION for Personalized Learning:	If teachers give students more time on ST Math and Lexia Reading in small groups, then more will students will master their individual goals of personalized learning.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Standards-Driven Planning in ELA and Mathematics
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers will create reading and math goals for students that teachers review with students.	Schedule administration F&P monthly assessments for at least the 5 focal students, Schedule math assessments for the end of each unit.	Substitutes can be hired to support students if the need to support more than five students.
1-2	Teachers will plan weekly assessment tasks and daily checks for understanding of objectives. Teachers will assess students and inform them and their parents of students' independent reading level during the first two weeks of school. During the grade level PLC the teachers will review assessments by using a cycle of inquiry and create reading groups based on reading levels. Teachers will plan reading lessons and plan reteach lessons based on the assessment results. Teachers will schedule diagnostic and benchmark assessments to identify student strengths and needs, monitor progress, and inform planning throughout the year.	PD will be led by TSA to support teachers form small reading groups and learn to implement Lucy Caulkins reading workshop program. Schedule extra minimum days during the first two weeks of school for assessments and parent conference or home visits.	Set instructional minutes and budget to cover for additional minimum days for home visits and or parent conferences.
1-3	Teachers will plan and teach reading workshops 4/5 times a week and plan and teach Common Core aligned math lessons that include academic discussions and group work.	The TSA will support new teachers and lead BAL PD focused on reading and writing workshop. Principal and alternate observers will will observer teaching practice and provide feedback to teachers.	The ILT will actively engage their grade level teams to focus on reading and writing workshop components in the grade level clusters by sharing plans.
1-4	Teachers will hold reading and writing workshop lessons, 5 days a week including mini lessons, independent reading, academic discussions, and guided reading instruction. Teachers will monitor the student reading goals/progress on standards based math units.	The principal and TSA will observe lesson and provide feedback to teachers.	Weekly PD planned by ILT and ELA lead teacher.
1-5	The After School Program, CLASS (Children Learning After School Successfully) will teach students using BAL components and know the students reading levels. Teachers will hold parent conferences and parent education workshops during the 1st and 2nd trimesters to review student progress and assist parents with being partners in education.	To ensure standards-driven planning, the After School teachers will attend PD and learn the BAL teaching structures and strategies based on grade level standards in ELA and Mathematics.	BAL PD will be before school starts to allow attendance of after school teachers.

1-6	Teachers will hold quarterly parent workshop sessions to help parents learn how to support students with reading growth and math achievement as they review their assessments and review their goals.	To ensure parents are informed about grade level standards, the principal and teachers will plan parent education workshops in ELA and Mathematics.	Supplies, materials and books will be purchased to support parent education sessions.
1-7	Teacher will provide Kindergarten and First Grade English Language Learners and Newcomers will receive small group ELD instruction with the Language for Learning program and Newcomers.	To ensure EL students are able to learn the grade level standards, teachers of the students who need intensive English language development support will include EL supports in their lesson plans and Newcomers	Schedules will be created for the K-1 and newcomer ELD pull out program.
1-8	TSA/CCTL will provide ELD to students in grades 2-5. Students with CELDT level of 1-3 will receive pull out services to support language acquisition.	To ensure EL students are able to learn grade level standards, teachers will review CELDT scores and assign students based on their level to EL pull out groups as they lead PD on ELD strategies such as frontloading, wait time, using visuals and other resources based on grade level standards.	Schedules will be created for the 2-5 grade students who need ELD pull out program.
1-9	Teachers will create a daily/weekly schedule that will allow for teaching all content areas weekly including assessment tasks and daily checks for understanding of objectives.	Professional development on lesson planning and creating assessments will help teachers use data to guide and plan individual reading progress.	PD schedules, lesson planning examples, monitoring systems.
1-10	The Manhood Development Facilitator from the Department of African American Male Achievement will use specified curriculum to engage African American boys in reading, writing and development of character values needed for success as they navigate in an urban setting.	To ensure the AAMA groups are receiving instruction based on grade level standards, the principal will meet regularly with the Manhood Development facilitator to review the lesson plans, schedules, field trips and needs of the program and its participants. The principal will also support the acquisition and development of library skills for the MDF.	Schedules, PD, lesson plans, student work samples, field trip buses, calendar family engagement events.
1-11			
1-12			
1-13			
1-14			
1-15			
1-16			

Improvement Strategy #2:

Teachers will use technology to differentiate instruction, and provide personalized learning as they monitor the progress of every student, and engage students and their parents/guardians. Teachers will also increase the number of minutes for the use of technology.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers will plan and schedule personalized learning opportunities using chromebooks daily to better support student groups including GATE, ELL, and Foster Youth.	The Technology Lead Teacher will make sure chromebooks and network service is ready for daily student use.	Schedule will allow time for weekly grade level Professional Learning Communities, teacher planning and cycle of inquiry to inform teachers of student levels.
2-2	Teachers will increase the number of minutes that they give students the opportunity to use the technology in the classroom to at least 30 minutes daily.	The principal, science lead teacher and ILT will plan PD on Blended Learning. Principal and TSA will use Learning Management platforms to monitor implementation	PLC and planning time will be scheduled for teacher planning as the complete data analysis.
2-3	Teachers will use the formative weekly assessments from Lexia and have ongoing cycle of inquiry to plan reteach lessons for mastery.	Principal and ILT will monitor reading acceleration via Lexia assessments	Substitutes will be hired to cover teachers while they can assess and have grade level cycles of inquiry.
2-4	Teachers will have 4th-5th grade students learn about google docs and submit forms and assignments using google docs on a regular basis.	Training for google docs will be given to teachers. Principal and alternate observers will observe teachers and provide feedback about instruction.	Schedule a series of ongoing PD on google docs.
2-5	Teachers will use online learning platforms as blended learning tools to address math achievement and personalized learning.	Computer teacher and math lead will lead PD on the use of blended learning strategies for math personal learning growth.	Plan PD and prepare materials for teacher learning.
2-6	Daily math lessons using the agreed-upon lesson design to deliver instruction will be used which includes 5-6 individual problems, group discussion with consensus and presentations.	Math lead teacher will lead PD for teachers about lesson design and the structure of daily math lessons.	Plan PD and prepare materials for teacher learning.
2-7	Teachers will set class goals and lead students to set individual goals for reading and math after each assessment. The goals will be posted and discussed.	Peer observation and learning walks to see evidence of goal setting.	Schedules will be created and substitutes hired to allow teachers to observe each other and provide feedback on questioning strategies.
2-8			
2-9			
2-10			
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2-15			
2-16			

Improvement Strategy #3:	Students and families are engaged as equal partners, setting long-term and short-term goals and developing personalized plans to meet them.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will have quarterly grade level education workshops and include a student performance such as reading, reciting math facts, problem solving with parents.	The principal will schedule workshops with teachers and do robo calls, newsletter and personal invitations to encourage attendance.	Scheduled on master calendar.
3-2	Teachers will call chronically absent students once a week to check in on progress.	COST meetins will be held regularly and the SART/SARB process will be utilized for chronically absent students.	COST meetings regularly. Prep, grade level planning and PLC schedules.
3-3	Teachers will call 5-10 parents and inform them of the importance of regular school attendance and arrival.	The principal will ensure the attendance clerk regularly calls families of absent parents and keeps phone log	Prep, grade level planning and PLC schedules.
3-4	Teachers will know which families need translators and inform principal to make translator arrangements.	The principal and secretary will make arrangements for translators for parent education sessions.	Translation services, parents and staff who speak needed languages will also be asked to support with language translation.
3-5	TK/Kindergarten Teachers will attend welcome events and have the classrooms set up for the Kindergarten Orientation to welcome families and get them engaged in student learning. .	The principal will send welcome letter and do a robo call to invite and welcome all incoming TK/K families.	Schedule and inform parents as they register and confirm their space at our school.
3-6	African Dance and music class will be taught to give students the opportunity to display artistic talents at parent engagement events.	The principal will recruit and hire teacher for African Dance, inform parents and students about the programs.	Schedule space and time for African dance and music. Dance will be schedule in the mornng before school to support before school childcare needs.
3-7	Teachers will plan field trips that include parent participation so they can be involved in student learning.	Funding will be assigned for field trip buses.	Planning time will be given to teachers to plan field trilps for academic enrichment.
3-8	Noon supervisor will be trained to support and engage parents when they visit.	Funding for noon supervisors	Schedule for noon supervisors
3-9			
3-10			
3-11			
3-12			
3-13			

3-14			
3-15			
3-16			

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

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

Transitional Students and Families Unit

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

Foster Youth Program

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

Refugee & Asylee Program

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

McKinney-Vento Program

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

PROPOSED 2017-18 BUDGET

Site Number:

146

School:

Piedmont Avenue Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Consultants: After School CLASS	The After School Program, CLASS (Children Learning After School Successfully) will teach students using BAL components and know the students reading levels. Teachers will hold parent conferences and parent education workshops during the 1st and 2nd trimesters to review student progress and assist parents with being partners in education.	A2.10: Extended Time for Teachers	5825				146-1
\$10,000.00	General Purpose Discretionary	Supplies: Paper, pencils, etc; needed for students to access the curriculum	Teachers will plan and teach reading workshops 4/5 times a week and plan and teach Common Core aligned math lessons that include academic discussions and group work.	A2.3: Standards-Aligned Learning Materials	4310				146-2
\$2,997.94	General Purpose Discretionary	Noon Supervisor	The principal will allow teachers time to make phone calls and maintain phone log	A6.5: Academic Parent-Teacher Communication & Workshops		NOON SUPERVISOR	NOONSV0048	0.10	146-3
\$13,953.12	General Purpose Discretionary	Noon Supervisor	The principal will allow teachers time to make phone calls and maintain phone log	A6.5: Academic Parent-Teacher Communication & Workshops		NOON SUPERVISOR	NOONSV0147	0.27	146-4
\$5,006.82	General Purpose Discretionary	Noon Supervisor	The principal will allow teachers time to make phone calls and maintain phone log	A6.5: Academic Parent-Teacher Communication & Workshops		NOON SUPERVISOR	NOONSV0046	0.27	146-5
\$4,000.00	General Purpose Discretionary	Meeting Refreshments (Teachers + Community Events)	Teachers will hold quarterly parent workshop sessions to help parents learn how to support students with reading growth and math achievement as they review their assessments and review their goals.	A6.5: Academic Parent-Teacher Communication & Workshops	4311				146-6
\$6,000.00	General Purpose Discretionary	Equipment Maintenance Agreement	Teachers will plan and teach reading workshops 4/5 times a week and plan and teach Common Core aligned math lessons that include academic discussions and group work.	A2.3: Standards-Aligned Learning Materials	5610				146-7
\$8,500.00	General Purpose Discretionary	Consultants: African Dance	African Dance and music class will be taught to give students the opportunity to display artistic talents at parent engagement events.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	5825				146-8
\$6,242.12	General Purpose Discretionary	Non-Contract Services: Field Trip buses	Funding will be assigned for field trip buses.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5826				146-9

\$4,627.35	LCFF Supplemental	STIP to support professional learning in support of ELLs	PD will be led by TSA to support teachers form small reading groups and learn to implement Lucy Caulkins reading workshop program. Schedule extra minimum days during the first two weeks of school for assessments and parent conference or home visits.	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP9999	0.09	146-10
\$5,000.00	LCFF Supplemental	Stipends for ELL focused Teacher Leader, ELL Ambassador, or LTEL Ambassador	Math lead teacher will lead PD for teachers about lesson design and the structure of daily math lessons.	A2.1: Implementation of CCSS & NGSS	1120				146-11
\$59,767.82	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Professional development on lesson planning and creating assessments will help teachers use data to guide and plan individual readng progress.	A2.1: Implementation of CCSS & NGSS		10 MONTH CLASSROOM TSA	C10TSA0044	0.52	146-12
\$3,907.94	LCFF Supplemental	Supplementary ELD materials & instructional technology	Plan PD and prepare materials for teacher learnng.	A2.8: Data & Assessment	4310				146-13
\$15,000.00	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA): Contribution from site to Receive ITL, as a tier 2 school	Plan PD and prepare materials for teacher learnng.	A3.4: Teacher Professional Development focused on Literacy	4399			1.00	146-14
\$46,182.00	LCFF Supplemental	African American Manhood Development Facilitator	The Manhood Development Facilitator from the Department of African American Male Achievement will use specified curriculum to engage African American boys in reading, writing and development of character values needed for success as they navgate in an urban setting.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733			0.50	146-15
\$6,000.00	LCFF Supplemental	Supplementary ELD materials & instructional technology	Teachers will increase the number of minutes that they give students the opportunity to use the technology in the classroom to at least 30 minutes daily.	A3.1: Blended Learning	5846				146-16
\$11,825.44	Measure G: TGDS	Teacher Salaries (Release Time for Observations): New Hire STIP Sub	Schedules will be created and substitutes hired to allow teachers to observe each other and provide feedback on questioning strategies.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP9999	0.23	146-17
\$3,500.00	Measure G: TGDS	Teacher Salary Stipends (Stipend for Alternate Observer	Peer observation and learning walks to see evidence of goal setting.	A2.6: Teacher Evaluation	1120				146-18
\$96.27	Measure G: TGDS	Supplies (Materials to Support Coaching)	Plan PD and prepare materials for teacher learnng.	A2.6: Teacher Evaluation	4310				146-19
\$9,254.69	Supplemental Program Investment	STIP SUB to provide release time		A2.10: Extended Time for Teachers		TEACHER STIP	TCSTIP9999	0.18	146-20
\$2,000.00	Supplemental Program Investment	Books and materials		A2.3: Standards-Aligned Learning Materials	4200				146-21
\$45.31	Supplemental Program Investment	Classroom Materials for Material		A2.3: Standards-Aligned Learning Materials	4310				146-22

\$13,000.00	Supplemental Program Investment	Computers: Chromebook and technology for 2nd graders to become 1:1	Teachers will use technology to differentiate instruction, and provide personalized learning as they monitor the progress of every student, and engage students and their parents/guardians. Teachers will also increase the number of minutes for the use of technology.	A3.1: Blended Learning	4420				146-23
\$148.57	Title I Basic	Surplus: To be voted on by SSC			4399				146-24
\$55,170.30	Title I Basic	Common Core Teacher Leader/Instructional Teacher Leader (TSA)	Computer teacher and math lead will lead PD on the use of blended learning strategies for math personal learning growth.	A3.1: Blended Learning		10 MONTH CLASSROOM TSA	C10TSA0044	0.48	146-25
\$1,852.55	Title I Parent Participation	Parent Engagement Events	Teachers will hold quarterly parent workshop sessions to help parents learn how to support students with reading growth and math achievement as they review their assessments and review their goals.	A6.5: Academic Parent-Teacher Communication & Workshops	5828				146-26

Elementary School Compact

School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.



School Site Council Membership Roster – Elementary

School Name: Piedmont Ave Elementary

School Year: _____2016-17_____

Chairperson: Danielle Justesen	Co-Chairperson: Connie Terrell
Secretary: Christen Soares	*Parliamentarian:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Jamiliha Forrest				X
Darbi Howard				X
Gregory Lewis		X		
Connie Terrell			X	
Kelly Haider		X		
Danielle Justesen		X		
Christen Soares				X
Jaimy Mann				X
Donna Daniels				X
Zarina Ahmad	X			

Meeting Schedule (day/month/time)	TBD (Varies)
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
 - 2 There must be an equal number of school staff and parent/community/student members;
 - 3 Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent/Community

Parent Involvement Policy 2016-17

Piedmont Avenue Elementary has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership

School Responsibilities - Piedmont Avenue Elementary School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

- ELA skills that focus on reading comprehension and fluency. □
- Math skills including basic facts using commutative property and all content areas. •
- Science curriculum at all grade levels. □
- Social studies focusing on multicultural awareness.

2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. The parent conferences will happen in December to give parents the opportunity to meet with each child's teacher privately to discuss student progress. We will have additional minimum days during this time.

3) Provide parents with frequent reports on their children's progress. All classrooms will have an open door policy and parents are invited to come in and see student work. District assessments will be administered throughout the year and the student data will be reflected in the report cards. Report cards will be provided three times a year.

4) Provide parents reasonable access to staff. Parents can request additional conferences with teachers. In addition, each teacher has a weekly conference/preparation period in which can be devoted to parent conferences. □ 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. All parents are invited to volunteer and participate in class; as chaperones on field trips, at PTA sponsored and all other school wide events.

Parent Responsibilities - □ We, as parents will support our children's learning in the following ways:

- *Monitoring attendance* □
- *Make sure homework is completed* □
- *Monitoring amount of television viewing time* □
- *Promoting positive use of child's out of school time*

Student Responsibilities - □ We, as students, will share the responsibility to improve out academic achievement and achieve

the State of California's academic standards. We will:

- *Do my homework every day*
 - *I will read for at least 30 minutes every night*
 - *I will ask for help when needed*

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
- Parent Education Sessions at all PTA Meetings, teacher led parent sessions for supporting students with learning how to read, parent conferences.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement such as Family Reading Nights, Science Fun Nights, Parent Education Sessions
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners during PD sessions led by principal and district representatives
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children through newsletters, phone calls and monthly meetings.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand with translated versions of announcements and phone calls.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents checking for understanding, answering questions and translation services.

Accessibility

7. Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing

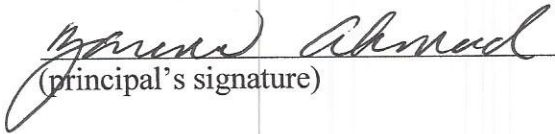
information and school reports in a form and language parents understand and providing translation services as needed.

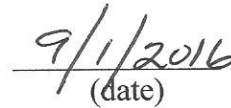
Adoption

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

Title One Meeting, Monthly SSC Meeting, Month PTA Meeting and School Events

This policy was adopted by the Piedmont Avenue School Site Council on 04/12/16 and will be in effect for the period of the 2016-17 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 09/16/16. It will be made available to the local community on or before 09/16/16. The Piedmont Avenue 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(principal's signature)


(date)