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Enactment Number	19-1143
Enactment Date	6/26/19 er



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

Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Allendale 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Allendale Elementary School



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

Legislative File Id. No. 19-1294
Introduction Date: 6/26/29
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2019-2020 School Plan for Student Achievement (SPSA)

School: Allendale Elementary School
CDS Code: 1612596001630
Principal: Desirée Miles
Date of this revision: 5/14/2019

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: Desirée Miles
Address: 3670 Penniman Avenue
Oakland, CA 94619

Position: Principal
Telephone: 510-535-2812
Email: desiree.miles@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site:

Allendale Elementary School

Site Number: 101

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

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

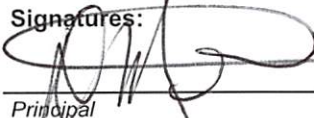

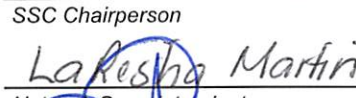

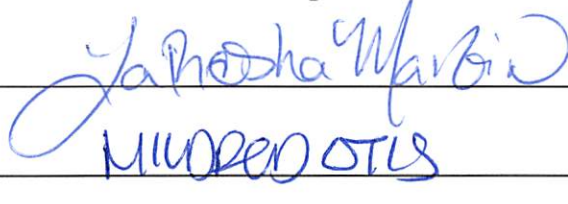
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

Date(s) plan was approved: 5/15/2019

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

- ☐ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, media announcements, etc.)

Signatures:

	Desiree Miles	Signature
	Dawn Edwards	Signature
	Latesha Martin	Signature
		Signature

<u>5/14/19</u>	Date
<u>5/14/19</u>	Date
<u>5/19/19</u>	Date
<u>5/21/19</u>	Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Allendale Elementary School**Site Number:** 101

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/4/2018	ILT	Increase student outcomes, maintain teacher morale, and drive the systemic operations of the school
9/6/2018	SSC/SELLS	Work with the principal to develop, review and evaluate school improvement programs and school budgets
9/18/2018	SSC	Work with the principal to develop, review and evaluate school improvement programs and school budgets
9/29/2018	Coffee with the Principal (CWP)	Facilitate connections and conversations between principal and community members to work together in supporting Allendale children in their learning and growth
10/9/2018	SSC	Work with the principal to develop, review and evaluate school improvement programs and school budgets
10/23/2018	ILT	Increase student outcomes, maintain teacher morale, and drive the systemic operations of the school
10/26/2018	CWP	Facilitate connections and conversations between principal and community members to work together in supporting Allendale children in their learning and growth
11/9/2018	CWP	Facilitate connections and conversations between principal and community members to work together in supporting Allendale children in their learning and growth
11/27/2018	ILT	Increase student outcomes, maintain teacher morale, and drive the systemic operations of the school
12/11/2018	SSC	Work with the principal to develop, review and evaluate school improvement programs and school budgets
1/8/2019	SSC	Work with the principal to develop, review and evaluate school improvement programs and school budgets
1/18/2019	SSC	Work with the principal to develop, review and evaluate school improvement programs and school budgets
1/22/2019	ILT	Increase student outcomes, maintain teacher morale, and drive the systemic operations of the school
2/8/2019	CWP	Facilitate connections and conversations between principal and community members to work together in supporting Allendale children in their learning and growth
2/12/2019	SSC	Work with the principal to develop, review and evaluate school improvement programs and school budgets
2/26/2019	ILT	Increase student outcomes, maintain teacher morale, and drive the systemic operations of the school

3/12/2019	SSC	Work with the principal to develop, review and evaluate school improvement programs and school budgets
3/26/2019	ILT	Increase student outcomes, maintain teacher morale, and drive the systemic operations of the school
4/2/2019	ILT	Increase student outcomes, maintain teacher morale, and drive the systemic operations of the school
4/5/2019	CWP	Facilitate connections and conversations between principal and community members to work together in supporting Allendale children in their learning and growth
4/16/2019	ILT	Increase student outcomes, maintain teacher morale, and drive the systemic operations of the school
4/25/2019	SSC	Work with the principal to develop, review and evaluate school improvement programs and school budgets
4/30/2019	ILT	Increase student outcomes, maintain teacher morale, and drive the systemic operations of the school
5/14/2019	SSC	Work with the principal to develop, review and evaluate school improvement programs and school budgets

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$99,152.24
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	\$602,134.19

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)	\$97,282.68	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$48,087.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,869.56	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$279,778.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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:	\$99,152.24	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$463,786.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$562,938.24
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Allendale Elementary School

School ID: 101

School Description

Allendale Elementary is a vibrant community devoted to celebrating culture and diversity, encouraging rigor and creativity, and educating the whole child! Our approach to curriculum prioritizes Culture, Arts, Math and Sciences (CAMS) as well as Early and Balanced Literacy (EBL). The objective is to increase student proficiency in literacy and mathematics especially populations that are highly underrepresented in science and technology fields. We foster a culture of continuous school improvement where input from staff, parents, and community members is not only encouraged but an intentional and integral part of decision making and leadership practices. Exciting things are happening at Allendale and our community is welcoming to all!

School Mission and Vision

Allendale Elementary School shall provide a student-centered learning environment that utilizes standards-based rigorous instruction, acknowledges the legitimacy of cultural heritage, and empowers families and the community, to successfully educate and prepare our diverse learners for each step of their educational journey.
By using data to inform practices, seeking out the voice of the community, and collaborative leadership, students shall become effective learners with the core competencies, mindsets, skills and understandings needed to thrive in college, career, community, and life.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Decline in URFs especially amongst AA boys Student referrals have significantly reduced from 258 (17-18) to 98 (18-19). The number/percentage of African-American students being referred has declined from 194 (75%) to 59 (60%), and specifically African-American boys from 165 (64%) to 54 (55%).	Teacher development and whole school implementation of Restorative Strategies and Approaches (RISA) AAMA--Black/Brown boys in grades 4/5
Professional learning opportunities have improved teacher reflection, utilizing data to inform practices, and collaborative planning to increase equitable instruction. Data and project tracking platform in which assessment averages, artifacts of learning, sample sets, and reflection docs are inputted/uploaded by teachers.	Intentional and systemic development/utilization of professional learning opportunities, including Wed PD serving as a model/reinforcement (by principal) of priorities and expectations
Focus on Early Literacy and Intervention	Participation in the Early Literacy Cohort and prioritizing/executing core practices with fidelity
Priority Challenges	Root Causes of Challenges

Attendance	Lack of attendance team to target/execute specified outreach and interventions
Math instruction	Curriculum buy in and capacity in rigorous math instruction Missed learning and varied skill/knowledge levels through all grades

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	All students build relationship to feel connected				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	68.55%	73.60%	80.00%
Suspensions	African-American Students	-2pp	1.71%	1.70%	1.50%
Suspensions	Students with Disabilities	-2pp	1.61%	1.50%	1.00%
Chronic Absence	African-American Students	-2pp	21.15%	17.90%	15.90%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	All students continuously grow towards meeting or exceeding standards in English Language Arts by 10 points each school year				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-80.3	-70.3	-60.3
ELA SBAC	Students with Disabilities	+20 points DF3	-99	-89	-79
ELA SBAC	Latino/a Students	+20 points DF3	-89.4	-79.4	-69.4

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	All students continuously grow towards meeting or exceeding standards in math by at least five points each school year				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-76.9	-66.9	-59

Math SBAC	Students with Disabilities	+20 points DF3	-84.3	-74.3	-70
Math SBAC	African-American Students	+20 points DF3	-99.2	-89.2	-79.2

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: English learner students shall continuously develop their language, reaching English fluency in six years or less by at least 2% each year

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	14.63%	18.00%	20.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	0.00%	0.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: All students grow a year or more in reading each year increasing overall school baseline by at least 5% each school year

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	35.10%	40.10%	45.50%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	51.66%	46.50%	41.00%
K at or above Benchmark	All Kindergarten Students	+5pp	41.27%	46.27%	50.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	25.81%	30.81%	35.81%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

101 Allendale Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		By June 2021 students will be consistently growing by at least 2% in reading as measured by F&P Foundations. Percentage of students in grades k-2 at or above benchmark in CORE measured areas shall increase from fall to midyear by at least 15% when overall proficiency level is less than 85% (5% when less than 90%)			
Theory of Action for Language & Literacy:		If teachers develop a 1) deep understanding of rigor and the common core standards, 2) collaboratively plan to ensure equitable access to content, and 3) use data to inform instructional practices, then there will be an increase in the number of proficient ELLs, African American, and Low Income students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI). Screen reader support enabled.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
F&P/ CORE		All Students		48.9%	43.3
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
This year we have focused heavily on early literacy and building capacity/capturing missed learning for our most struggling readers (gr 3-5) and ELLs. This included but was not limited to PLC/PD, coaching and development lead/supported by our ELC, and instructional/literacy development support/supplementation by utilizing Reading Tutors					
What evidence do you see that your practices are effective?					
K-2 students have demonstrated growth in core literacy areas/components, and lead achievement levels in within the cohort					
What are some possible implications for your 2019-20 SPSA?					
We will continue to implement SIPPS/CORE for all lower grades and upper grade struggling readers and expand reach in upper grades and with ELLs as well as develop literacy curriculum					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		By 2021 we will consistently move students 10 points closer to standard met annually.			

Theory of Action for Standards-Based Instruction:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-56.3	-76.9
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Time was allocated for planning and collaboration which increased as the year progressed. This allowed for more equitable instruction and data inquiry/reflection.			
What evidence do you see that your practices are effective?			
Uniform/ grade level assessments, planning, and reflection--samples sets, artifacts of learning.			
What are some possible implications for your 2019-20 SPSA?			
We will increase teacher capacity through more direct/intentional curriculum and professional development in math.			
18-19 Conditions for Student & Adult Learning Priority:	Attendance		
June 2021 Conditions for Student & Adult Learning Goal:	By 2021 we will decrease chronic absenteeism at least 1% annually.		
Theory of Action for Conditions for Student & Adult Learning:	If staff and teachers are provided Professional Development on Restorative Strategies and Approaches, Diversity and Inclusion, PBIS expectations, implement curriculum and practices that reflects an understanding of culture and equity, utilize restorative practices daily and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will experience improvement in SEL competencies and the ability to solve conflicts peacefully with their peers and students and families will feel a deeper connection to school and chronic attendance rates will decrease..		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	18.9%	13%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
While socioemotional-climate/culture has positively shifted--less URFs, targeted interventions for attendance has been lacking. We propose increasing/adding staff support specific interventions for attendance.			

What evidence do you see that your practices are effective?			
We need to re-vamp/re-address how we support attendance and believe that additional staff support is needed.			
What are some possible implications for your 2019-20 SPSA?			
We need to re-vamp/re-address how we support attendance and believe that additional staff support is needed.			
18-19 Conditions for English Language Learners Priority:	EL Reclassification		
June 2021 Conditions for English Language Learners Goal:	By June 2021 we will consistently increase our reclassification rate by 3% each year.		
Theory of Action for Conditions for English Language Learners:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support 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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	21.0%	14.63%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Teachers differentiate instruction to meet needs of ELs and utilize tutors. However, more direct support (staff and curric) is needed to more effectively meet the needs of ELs			
What evidence do you see that your practices are effective?			
We do not believe that the current immersion model is highly effective hence want to increae curric and staff support			
What are some possible implications for your 2019-20 SPSA?			
We do not believe that the current immersion model is highly effective hence want to increae curric and staff support			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
none			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES	
School: Allendale Elementary School	School ID: 101

3: SCHOOL STRATEGIES & PRACTICES		Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT AND ADULT LEARNING			
School Priority ("Big Rock"):	Chronic Absenteeism		
School Theory of Change:	If staff and teachers are provided professional development and apply practices learned on (1) Restorative Strategies and Approaches (RISA);(2) culture, diversity, equity and inclusion, and (3) PBIS, then all students, especially African Americans, will experience improvement in socio-emotional/cultural competencies and will feel a deeper connection to school resulting in (a) less universal referrals, in particularly Black boys, and (b) chronic attendance rates will decrease.		
Related School Goal(s):	African American students, especially boys, rate of disciplinary referrals (URFs) will decrease by at least 10%.		
Students to be Served by these Practices	African American Students, ELLs, students with disabilities		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

1-1	<p>T1.5: Teachers will differentiate rigorous instruction for all students including ELLs, African American, and students with disabilities based on multiple forms of authentic assessments, regardless of current level of achievement. Teachers will utilize culturally-responsive practices and curriculum (at grade level) to support all students, especially ELLs and African-American students</p>	<p>L2: Principal/Leadership Team will construct minimum day schedule, retreats, and prioritize teacher professional development to maximize learning opportunities and strategies that target efforts that increase in the number of proficient (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (SBAC)</p> <p>Hire an African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. Collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer students Academic Mentor will help teachers in classrooms to support differentiated instruction, authentic relationships and socioemotional development for all students, including our low-performing, ELL, African American, newcomer and GATE students</p>	<p>E1: Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Tasks will also reflect differentiation based on targeted student groups especially ELLs, African American, Low Income, GATE, newcomers, and students with disabilities ELLs, African American, Low Income, GATE, newcomers, and students with disabilities will engage in academic conversations that demonstrate a critical understanding of curriculum and learning objective</p>
1-2	<p>Teachers implement explicit instruction that promotes the social emotional/cultural competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>Principal and Leadership Team will allocate time for staff to develop and reflect on practices and student data through minimum day schedule, retreats, professional learning opportunities.</p>	<p>Exit ticket and assessment data, student sample sets, artifacts of learning, planning documents, and/or reflection notes will be inputted/updated weekly and shared on data dashboard (Monday.com), by instructional</p>

1-3	<p>T4: 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>L4: Principal & CISS provide outreach, wellness, and extended services to families impacted by low income and/or have had difficult transitions or traumatic life events, such as newcomers who just transitioned to the U.S., families of foster youth, or homeless/displaced families Principal & CISS collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer families Principal & CISS will support TK/Kindergarten Orientation for TK/Kindergarten parents to support transition into kindergarten especially targeting African American, newcomer, and low income families</p>	<p>E4: Data shared with parent engagement and leadership groups including PLAN and others initiated by CISS to coordinate workshops especially families of low performing students, ELLs, African Americans, newcomers, students with disabilities, GATE, foster/homeless youth and TK/K Regular attendance to parent oriented workshops around data and student achievement. Parents able to demonstrate understanding of data post parent workshops held at least twice a year. Parents attend retreat and open professional learning opportunities. Teachers will continue to hold 1:1 parent mtgs Parents will complete post conference form which will capture their understanding of their child's progress.</p>
1-4	<p>T5.25: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, and use data/evidence to create rigorous instructional tasks and common formative assessments.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>E6: PD agendas and PLC protocols will allow for teachers to share class, grade level and collaborative data, especially for targeted groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc). Minimum day calendaring and PLC cycles reflect alignment to testing, grading cycles and other school/district related needs.</p>
1-5	<p>T8: 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.</p>	<p>L8 Principal and Leadership Team allocate time and support for teachers to collaborate and build capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students</p>	

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION			
School Priority ("Big Rock"):		Mathematics	
School Theory of Action:		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 School Goal(s):		All students continuously grow towards meeting or exceeding standards in math by at least five points each school year	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

2-1	<p>T1.5: Teachers differentiate rigorous instruction for all students including ELLs, African American, low Income, GATE, newcomers, students with disabilities,etc, based on multiple forms of authentic assessments, regardless of current level of achievement Teachers will</p> <p>a) minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings.</p> <p>b) scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.</p> <p>Teachers will use Math Centers and math software/digital plaforms (ST Math) to differentiate math instruction for ELLs, African American, low Income, GATE, newcomers, students with disabilities,etc</p>	<p>L2: Principal/Leadership Team will assure that teachers align math blocks to increase opportunities to</p> <p>a) address the needs of students performing below grade level (low performing) and high performing students above grade level (GATE) by providing math instruction at each student's level time for students/grade level</p> <p>b) minimize isolation of ELLs; maximize inclusion in mixed level settings and groupings</p> <p>Principal/Leadership Team will construct minimum day schedule, retreats, and prioritize teacher professional development to maximize learning opportunities and strategies that target efforts that increase in the number of proficient (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (SBAC</p> <p>Hire an African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. Collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer students</p> <p>Academic Mentor will help teachers in classrooms to support differentiated instruction for all students, including our low-performing and GATE students.</p>	<p>E1: Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Tasks will also reflect differentiation based on targeted student groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc)</p>
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2-2	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L3: Principal and Leadership Team will allocate time for staff to engage community members through minimum day schedule, retreats, professional learning opportunities, and co-constructed (parents/teachers) school wide events. Principal will continue to engage parents through "Coffee with the Principal", Tiger Times newsletter, and school website. Principal will continue to encourage parents to support and collaborate efforts for student success through Bay Area plan, SSC and District (OUSD) family engagement office</p>	<p>E3: Students will be able to identify and explain their individual reading goals and progress towards those goals Teachers will share student progress towards goals and ways to support efforts with parents/families of families of low performing students, ELLs, African Americans, newcomers, students with disabilities, GATE, foster/homeless youth and TK/K Principal/Leadership/CISS will share data from classroom observations and walk-throughs</p>
2-3	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4 Principal & CISS provide outreach, wellness, and extended services to families impacted by low income and/or have had difficult transitions or traumatic life events, such as newcomers who just transitioned to the U.S., families of foster youth, or homeless/displaced families Principal/CISS collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer families</p>	<p>E4: Data shared with parent engagement and leadership groups including PLAN and others initiated by CISS to coordinate workshops especially families of low performing students, ELLs, African Americans, newcomers, students with disabilities, GATE, foster/homeless youth and TK/K Regular attendance to parent oriented workshops around data and student achievement. Parents able to demonstrate understanding of data post parent workshops held at least twice a year. Parents attend retreat and open professional learning opportunities. Teachers will continue to hold 1:1 parent mtgs Parents will complete post conference form which will capture their understanding of their child's progress.</p>

2-4	<p>T5.25: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, and use data/evidence to create rigorous instructional tasks and common formative assessments. Teachers will engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of both content and pedagogy (e.g., learning walks, gallery walks, videos, book study, inquiry, and coaching)</p>	<p>L6: Principal & Leadership/Curriculum Instruction and Student Support (CISS) team will observe and provide timely feedback on targeted efforts to support ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K students including but not limited to a) classroom environments b) instructional practices c) student engagement and interactions d) materials and resources Principal/ILT/CISS will build teacher capacity to develop effective professional learning plans through peer collaboration and inquiry that are aligned to student data and effective teacher practices.</p>	<p>E6: PD agendas and PLC protocols will allow for teachers to share class, grade level and collaborative data, especially for targeted groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc). Minimum day calendaring and PLC cycles reflect alignment to testing, grading cycles and other school/district related needs.</p>
2-5	<p>T8: 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.</p>	<p>L8 Principal and Leadership Team allocate time and support for teachers to collaborate and build capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students</p>	

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

School Priority ("Big Rock"):	Literacy
School Theory of Action:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K students, etc) and receive consistent coaching and feedback, curriculum, resource, instructional and student support, then there will be an increase in the number of proficient (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).

Related School Goal(s):		All students continuously grow towards meeting or exceeding standards in English Language Arts by 10 points each school year All students grow a year or more in reading each year increasing overall school baseline by at least 5% each school year		
Students to be Served by these Practices		All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION	

3-1	<p>T1.5: Teachers will differentiate rigorous instruction for all students based on multiple forms of authentic assessments, regardless of current level of achievement. Teachers will</p> <ul style="list-style-type: none"> a) provide complex texts and tasks for ELLs in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK). b) minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings. c) scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities. d) base instructional literacy program on strong foundational understanding and application of Common Core Standards and adjust teaching strategies to meet the needs of all students, and particularly students with IEPs, based on informal and formal assessments as we prepare students for middle school. e) teach culturally-relevant complex texts at grade level to support all students, especially newcomer and African-American students 	<p>L2: Principal/Leadership Team will assure that teachers align literacy blocks to increase opportunities to</p> <ul style="list-style-type: none"> a) address the needs of low-performing students reading below grade level and high-performing GATE students reading above grade level by providing reading instruction at each student's level time for students/grade level b) minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings <p>Principal/Leadership Team will construct minimum day schedule, retreats, and prioritize teacher professional development to maximize learning opportunities and strategies that target efforts that increase in the number of proficient (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI)</p> <p>Hire an African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. Collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer students</p> <p>Academic Mentor will help teachers in classrooms to support differentiated instruction for all students, including our low-performing and GATE students.</p> <p>Students who are performing far below grade level in Reading will be provided an SST and considered for Girls Inc After School Program.</p>	<p>E1: Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Tasks will also reflect differentiation based on targeted student groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc)</p>
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3-2	<p>T3: Teachers will implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice Teachers will provide culturally relevant materials and strategies to better engage all students, in particularly our African-American and newcomer student populations</p>	<p>L3: Principal and Leadership Team will allocate time for staff to engage community members through minimum day schedule, retreats, professional learning opprotunities, and co-constructed (parents/teachers) school wide events. Principal will continue to engage parents through "Coffee with the Principal", Tiger Times newsletter, and school website. Principal will continue to encourage parents to support and collaborate efforts for student success through Bay Area plan, SSC and District (OUSD) family engagement office</p>	<p>E3: Students will be able to identify and explain their individual reading goals and progress towards those goals Principal will conduct classroom observations and walk-throughs</p>
3-3	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4 Principal & CISS provide outreach, wellness, and extended services to families impacted by low income and/or have had difficult transitions or traumatic life events, such as newcomers who just transitioned to the U.S., families of foster youth, or homeless/displaced families Principal/CISS collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer families</p>	<p>E4: Data shared with parent engagement and leadership groups to coordinate workshops especially familes of low performing students, ELLs, African Americans, newcomers, students with disabilities, GATE, foster/homeless youth and TK/K Regular attendance to parent oriented workshops around data and student achievement. Parents able to demonstrate understanding of data post parent workshops held at least twice a year. Parents attend retreat and open professional learning opprotunities. Teachers will continue to hold 1:1 parent mtgs Parents will complete post conference form which will capture their understanding of their child's progress.</p>

3-4	<p>T5.25: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, and use data/evidence to create rigorous instructional tasks and common formative assessments. Teachers will engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of both content and pedagogy (e. g., learning walks, gallery walks, videos, book study, inquiry, and coaching)</p>	<p>L6: Principal & Leadership/Curriculum Instruction and Student Support (CISS) team will observe and provide timely feedback on targeted efforts to support ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K students including but not limited to a) classroom environments b) instructional practices c) student engagement and interactions d) materials and resources</p>	<p>E6: PD agendas and PLC protocols will allow for teachers to share class, grade level and collaborative data, especially for targeted groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc). Minimum day calendaring and PLC cycles reflect alignment to testing, grading cycles and other school/district related needs.</p>
3-5	<p>T8: 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.</p>	<p>L8 Principal and Leadership Team allocate time and support for teachers to collaborate and build capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students</p>	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):		EL Reclassification	
School Theory of Action:		If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.	
Related School Goal(s):		English learner students shall continuously develop their language, reaching English fluency in six years or less by at least 2% each year	
Students to be Served by these Practices		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

4-1	<p>T1.5: Teachers will differentiate rigorous instruction for ELL students, based on multiple forms of authentic assessments, regardless of current level of achievement. Teachers will</p> <p>a) provide complex texts and tasks for ELLs in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK). b) minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings. c) scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities. d) base instructional literacy program on strong foundational understanding and application of Common Core Standards and adjust teaching strategies to meet the needs of all students, and particularly students with IEPs, based on informal and formal assessments as we prepare students for middle school. e) use student-focused observation protocols such as the 5x8 cards or ELL Shadowing to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes.</p>	<p>L2: Principal/Leadership Team will ensure ELLs are placed in courses based on multiple factors – including CELDT, SRI, years in US schools, and ELL subgroup (newcomer, at-risk, progressing, Long-term ELL). Establish clear entrance and exit criteria for ELD or intervention courses and use data to make ongoing, flexible placement decisions.</p> <p>Principal/Leadership Team will construct minimum day schedule, retreats, and prioritize teacher professional development to maximize learning opportunities and strategies that target efforts that increase in the number of proficient ELL students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI)</p> <p>Collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our EL and newcomer students Academic Mentor will help teachers in classrooms to support differentiated instruction for EL students.</p> <p>EL students who are performing far below grade level in Reading will be provided an SST and considered for Girls Inc After School Program.</p>	<p>E1: Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Tasks will also reflect differentiation based on targeted student groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc)</p>
4-2			

4-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L3: Principal and Leadership Team will allocate time for staff to engage EL community members through minimum day schedule, retreats, professional learning opportunities, and co-constructed (parents/teachers) school wide events. Principal will continue to engage parents through "Coffee with the Principal", Tiger Times newsletter, and school website. Principal will continue to encourage EL parents to support and collaborate efforts for student success through Bay Area plan, SSC and District (OUSD) family engagement office</p>	<p>E3: Students will be able to identify and explain their individual reading goals and progress towards those goals Principal will conduct classroom observations and walk-throughs</p>
4-4			
4-5	<p>T5.25: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, and use data/evidence to create rigorous instructional tasks and common formative assessments.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data especially in relation to EL</p>	<p>E6: PD agendas and PLC protocols will allow for teachers to share class, grade level and collaborative data, especially for targeted groups (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc). Minimum day calendaring and PLC cycles reflect alignment to testing, grading cycles and other school/district related needs.</p>
4-6	<p>T8: 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.</p>	<p>L8 Principal and Leadership Team allocate time and support for teachers to collaborate and build capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for EL students</p>	

PROPOSED 2019-20 SCHOOL SITE BUDGET
Site Number: 101
School: Allendale Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Girls Inc	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		T8: 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.	101-1
\$8,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreeemt		n/a		Overall support for academic and social-emotional practices	101-2
\$9,065.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.25	T8: 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.	101-3
\$200.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		T4: 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.	101-4
\$39,128.00	General Purpose Discretionary	Surplus	n/a	4399	Surplus		n/a		n/a	101-5
\$1,300.00	General Purpose Discretionary	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	101-6

\$5,000.00	General Purpose Discretionary	Travel and Conferences	Goal 2: Students are proficient in state academic standards.	5220	Conference Expense		n/a		L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data especially in relation to EL.	101-7
\$10,734.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4300	Materials & Supplies		n/a		Overall support for academic and social-emotional practices	101-8
\$13,788.00	General Purpose Discretionary	Teacher Salaries Extra Comp	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data especially in relation to EL.	101-9
\$5,523.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		All students continuously grow towards meeting or exceeding standards in English Language Arts by 10 points each school year All students grow a year or more in reading each year increasing overall school baseline by at least 5% each school year	101-10
\$6,291.00	LCFF Supplemental	EEIP (Science)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	1629	Teacher Education Enhancement	0.05	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data especially in relation to EL.	101-11
\$9,743.57	LCFF Supplemental	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	101-12

\$30,000.00	LCFF Supplemental	External Contract	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Principal/Leadership Team will construct minimum day schedule, retreats, and prioritize teacher professional development to maximize learning opportunities and strategies that target efforts that increase in the number of proficient (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI)	101-13
\$30,000.00	LCFF Supplemental	External Contract	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Principal/Leadership Team will construct minimum day schedule, retreats, and prioritize teacher professional development to maximize learning opportunities and strategies that target efforts that increase in the number of proficient (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI)	101-14

\$31,749.00	LCFF Supplemental	Music Teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	6501	Teacher, Structured English Immersion	0.40	Principal/Leadership Team will construct minimum day schedule, retreats, and prioritize teacher professional development to maximize learning opportunities and strategies that target efforts that increase in the number of proficient (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, foster/homeless youths, transitioning new TK/K) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI)	101-15
\$41,973.18	LCFF Supplemental	Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.35	T4: 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.	101-16
\$47,970.00	LCFF Supplemental	TSA-3 ITL	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.50	T1.5: Teachers will differentiate rigorous instruction for all students based on multiple forms of authentic assessments, regardless of current level of achievement.	101-17
\$76,599.00	LCFF Supplemental	TSA-2 LMT	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.65	T1.5: Teachers will differentiate rigorous instruction for all students based on multiple forms of authentic assessments, regardless of current level of achievement.	101-18

\$1,115.00	Measure G	Technology	Goal 3: Students are reading at or above grade level.	4410	Equipment < \$5,000		n/a		T1.5: Teachers will differentiate rigorous instruction for all students based on multiple forms of authentic assessments, regardless of current level of achievement.	101-19
\$29,257.76	Measure G	TSA-2 LMT	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a		T1.5: Teachers will differentiate rigorous instruction for all students based on multiple forms of authentic assessments, regardless of current level of achievement.	101-20
\$4,332.48	Title I: Basic	Technology	Goal 2: Students are proficient in state academic standards.	4410	Equipment < \$5,000		n/a		T1.5: Teachers will differentiate rigorous instruction for all students based on multiple forms of authentic assessments, regardless of current level of achievement.	101-21
\$15,000.00	Title I: Basic	Academic Mentors (4)	Goal 2: Students are proficient in state academic standards.	2928	Other Classified Salaries: Hourly		n/a		L2: Principal/Leadership Team will assure that teachers align math blocks to increase opportunities to a) address the needs of students performing below grade level (low performing) and high performing students above grade level (GATE) by providing math instruction at each student's level time for students/grade level b) minimize isolation of ELLs; maximize inclusion in mixed level settings and groupings	101-22

\$77,950.20	Title I: Basic	Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.65	<p>L3: Principal and Leadership Team will allocate time for staff to engage community members through minimum day schedule, retreats, professional learning opportunities, and co-constructed (parents/teachers) school wide events. Principal will continue to engage parents through "Coffee with the Principal", Tiger Times newsletter, and school website. Principal will continue to encourage parents to support and collaborate efforts for student success through Bay Area plan, SSC and District (OUSD) family engagement office</p>	101-23
\$1,867.00	Title I: Parent Participation	Parent Engagement Workshops	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		<p>L4: Principal & CISS provide outreach, wellness, and extended services to families impacted by low income and/or have had difficult transitions or traumatic life events, such as newcomers who just transitioned to the U. S., families of foster youth, or homeless/displaced families Principal & CISS collaborate with Asian Pacific Islander, Arab and Afghan Student Achievement Achievement to provide targeted support to our Asian Pacific Islander, Arab and Afghan and newcomer families</p>	101-24

Title I School Parental Involvement Policy: 2018-19

Allendale Elementary School

3670 Penniman Ave,
Oakland, CA 94619

Part 1. General Expectations: Involvement of Parents in the Title I Program

Allendale Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of how the School will implement required School Parental Involvement Policy components

Building Parent Capacity for Involvement

- 1) **Allendale Elementary** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - PTO (Parent Teacher Organization) announcement and invitation
 - Regular Announcements to students over the school intercom
 - Allendale "Tiger Times" School Bulletin
 - OUSD Parent Signature of Parent Guide Book
 - Allendale Elementary Handbook
- 2) **Allendale Elementary** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Posting in the school office, hallways
 - Allendale Tiger Times (School Newsletter)
 - Fliers

- School Mailings
- 3) **Allendale Elementary** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the SSC will approve the updated policy:
 - SSC (School Site Council) agenda every year for review
 - School Staff
 - 4) **Annual Title I Meeting.** **Allendale Elementary** will convene an annual Fall meeting to inform parents of the following:
 - That the school participates in the Title I Program
 - How the school implements the Title I Program
 - The requirements of the Title I Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title I Plan
 - 5) **Allendale Elementary** will provide information about Title I programs to parents of participating children in a timely manner:
 - The information will be provided using the procedures described in Part 2, #2, above.
 - Information about the Annual Title I Meeting will be provided at fall registration.
 - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
 - Annual Title I Meeting
 - SSC meetings
 - 6) **Allendale Elementary** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - Back to School Night
 - Grade Transition Nights
 - 7) **Allendale Elementary** provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - Opportunity to request items in advance to include on meeting agenda
 - 8) **Allendale Elementary** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Back to School Night
 - Teacher Conferences
 - Allendale Elementary Handbook
 - School Announcements
 - 9) **Allendale Elementary** will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
 - Office of the Ombudsperson
 Contact: Mr. Gabriel Valenzuela, Ombudsperson
 Address: Paul Robeson Administration Building, Room 316, 1025 Second Avenue, Oakland, CA 94606
 Email: Gabriel.Valenzuela@ousd.k12.ca.us

School-Home Compact

Allendale Elementary has jointly developed with and distributed to parents of Title I students a School-Home 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 to help children reach proficiency on the California content standards.

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) **Allendale Elementary** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - PTO(Parent Teacher Organization)
 - SSC (Collaborative School Site Council)
 - The school district's Parent Options Program
 - Fliers
 - The school's website
 - The school's outdoor marquee
 - The School Site Principal will be responsible for the overall program of parental involvement.
- 2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to work with educators

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

- Parent Handbook
 - Allendale Tiger Times
 - Report Cards
 - Information Nights
 - Progress Reports (distributed every six weeks)
 - Annual Title 1 Meeting
- 3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:
 - Providing information to parents on district trainings and information student improvements
 - Parent Education Evenings and events
 - 4) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - Staff Retreats
 - Staff Professional Developments
 - Staff Professional Learning Communities

- 5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - Back to School Nights
 - Information Nights
 - PTO (Parent Teacher Organization) to organize and facilitate activities
- 6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand.

Accessibility


The school will, to the extent feasible and appropriate, 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:

- Provide bilingual translation when needed and possible
- Provide accessibility aids, equipment, and architecture to the extent practicable.

Part 4. Adoption

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

The policy was adopted by Allendale School Site Council on 10/16/18 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Allendale Elementary'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.


10/16/2018

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_____.


2018-2019
School Site Council Membership Roster – Elementary
School Name: Allendale Elementary School
Chairperson : Dawn Edwards

Vice Chairperson: Alan Foss

Secretary: Susan Naclerio

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Delilah Daniels				X
Susan Naclerio ✓		X		
Nechelle Lemons				X
Lynette Davis ✓		X		
Dawn Edwards				X
Kenya Raynor				X
Alan Foss ✓		X		
Colleen Zak ✓		X		
Paige Meeks			X	
Desiree Miles	X			
Andrea Gomez				X
Ana Pineda				X

Meeting Schedule
 (day/month/time)

2nd Tuesday of each Month
SSC Legal Requirements: (Ed. Code 52852)

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

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