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

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Board Meeting Date	August 26, 2020
Subject	2020-2021 School Plan for Student Achievement (SPSA)

Action	Approval by the Board of Education of the 2020-2021 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 ● Title IV, Parts A and B ● After School Education and Safety (ASES)
Attachment	2020-2021 School Plan for Student Achievement (SPSA) for Allendale Elementary School

2020-2021 School Plan for Student Achievement (SPSA)

School: **Allendale Elementary School**

CDS Code: 1612596001630

Principal: Desirée Miles

Date of this revision: 5/21/2020

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: 5/21/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Allendale Elementary School   **Site Number:** 101

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[ ] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program (ASES)	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] School Improvement Grant (SIG)
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	[ ] 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: 2/24/2020   initial   5/21/2020   final

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

   [ ] Flyers in students' home languages   [ ] Announcement at a public meeting   [X] Other (notices, media announcements, etc.)

Signatures:

Desiree Miles	*Desiree Miles*	5/21/2020
Principal	Signature	Date
Matthew Raynor	*Matthew Raynor*	5/21/2020
SSC Chairperson	Signature	Date
LaResha Martin	*Yahesha Martin*	5/29/2020
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/29/2020
Director, Strategic Resource Planning	Signature	Date
_____ 8/27/2020	_____ 8/27/2020	
Jody London	Kyla Johnson-Trammell	
President, Board of Education	Superintendent and Secretary, Board of Education	

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/15/2020	FACU	Shared rationale, focus areas/groups, and overview of site plan.
2/24/2020	SSC	Shared rationale, focus areas/groups, and overview of site plan and convened feedback session on goals and activities to increase student achievement.
3/9/2020	ILT	Conducted work session to flesh out teacher, leadership, and organization practices aligned to school goals.
5/21/0202	SSC	Approved current draft of SPSA, budget priority areas, and Title funds

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$123,120.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$648,280.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$120,528.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$22,991.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$2,592.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$305,150.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$82,570.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$114,449.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$0.00	TBD
			Measure G (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$123,120.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$525,160.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$648,280.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Allendale Elementary School	**School ID:** 101

School Description

Allendale Elementary is a vibrant community, with over fourteen different home languages that creates a culturally diverse learning environment.   We are devoted to providing a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers, who are able to collaborate and communicate effectively so they not only meet or exceed their potential, but thrive! We celebrate culture, highlight early literacy to ensure all students have access to their civil right to read, and embrace the arts, sciences and technology to encourage student achievement and enhance the learning environment. Ultimately, we

School Mission and Vision

Allendale Staff believe in the enormous potential of our students. By implementing standards-based, grade-level expectations alongside a community learning model approach to personalized and differentiated learning, we hope to transform teaching and learning from traditional to innovative. We will high academic achievement within each student by:
-Developing caring, responsible students that are respectful, trustworthy and positively contribute to their community.
-Increase the effective use of technology to improve student achievement and to enhance the educational environment
-Work collaboratively with colleagues, students, parents and the community to achieve a shared educational mission.
-Using multiple methods to deliver instruction to students and to develop critical thinking skills
-Taking a whole child approach and utilizing relationships, the arts, wellness, physical fitness, and technology to encourage that each child is healthy, safe, engaged, supported and challenged.

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

Focus Area:	Priority Strengths	Root Causes of Strengths

College/Career Readiness	We are seeing some growth this year with **reading** levels based on RI scores. In the Fall (SY19.20) 73.5% of 3-5 students were multiple levels below, 12.7% 1 grade level below and only 13.9% on level. Winter scores show inprovement in all areas with a reduction of 13% in students multiple levels below (60.5%), and almost twice as many students now at or above level (24.6%). This is also an improvement from last year whereas only 44.4% (SY18.19) of students experienced growth, in comparison to almost 61% (19.20) this year. Grades 4 and 5 experienced the most growth with 63.2% of 4th graders improving and 71.2% of students in grade 5. 46.9% of 3rd grade students also experienced growth. Grade 2 also shows some growth with a reduction of students multiple levels behind (MLB) of 5% and an increase of students at or above grade level (AAGL) of almost 2%(fig 3c &3d). **Tiered intervention** via online platforms has also attributed to student literacy growth. 86% of our students in grades 3-5 have received intervention support. Out of that 86%, 68.3% experienced some level of grade level growth(GLC). 25.44% grew .5 years/levels, 12.98% grew 1 level, and 26.1% grew 1.5 levels or more. Lexile data *(using Lexia-online learning platform used to* [See RI data grades 3-5](#) [Kinder lexile growth](#) [RI data grade 2](#) .	We believe that multiple factors has attributed to the current growth being seen. One is visible shifts in climate and culture. For example 94% of students expressed having a caring adult on campus and 100% have friends that they can play with. 100% of the staff also stated that they know the expectations. There is also a shift in student engagement with content. We are piloting EL curriculum. While we fully acknowledge that no curriculum is a golden ticket to student achievement, we are hoping to increase student engagement with grade level text in meaningful ways. Early walk through data shows that 67% of both teachers and students engaged in listening, reading, writing or speaking while utilizing required on-level text; exceeding the timeline benchmark of 50%. Our goal is to have all students actively engaged with standards based text at least 85% of the time as measured by classroom observations in which students should be able to articulate 1) what they are learning 2)why they are learing it and 3) how they will know that they've learned it. 50% of the teachers observed kept all students persevering with challenging tasks (remaining 50% somewhat evident), and at least 40% expected evidence with claims. We also aim to increase

Focal Student Supports	Our student support data, including, URFs, SSTs, COST, and parent conferences more accurately depicts our demographics and need in opposed to previous years. For example, when examining URFs amongst African American (AA) boys, referrals have significantly reduced from 75% in 17-18 to 50% in 19-20. African Americans make up approximately 27% of our student population. Hence one of our goals is to continue decreasing the number of black boys referred by 10% annually until the number more appropriately reflects our demographics within 5%. Suspension rates continue to be under 2% with 0% in 19-20. Tiered support given to the lead referring teacher resulted in a decline of support requested to less than 20% of support requested (1 incident only) and only 14% of communication related to low tier support. It should also be noted that less than 10% of the support requested via Slack warranted a teacher completing a URF. AA students also began closing disproportionality gaps in literacy with 55% experiencing growth in their RI lexile score compared to 63% of total school.	The addition of a Community Schools Manager who directly supports student/school climate and culture initatives has resulted in positive impact. Older students take a more active role in mentoring younger grades in the Allendale Way. For example, during the 1st 6 weeks of school, we conducted an "Exhibition Buddy Up) during which students in grades 3-5 paired up with lower level classes k-2, and "taught" them the Allendale way. This included modeling behaviors in skit form at specific locations, and joint activities in the classroom. We have adopted the Caring Schools Curriculum, and regulary have professional learning on equitable practices and related topics. There has also been an observable shift in staff mindset and behaviors. 78% of the current staff has been at Allendale for 2 years or less. We hope to continue fostering a school community that values SEL, culturally responsive, and trauma informed practices as over 90% of that current staff expressing interest to remain at Allendale. We utlize an instant messaging platform (Slack) to support direct and timely communication and responses, instructional staff. This platform also allows us to quickly identify teachers that may need additional tier 1 support. For example, in the month of October, 41% of the communication related to tier 1 behavior support. However, over 40% of these messages came from 1 teacher. In December, 57% of the messages related to tier 1 with 66% being traced back to one teacher, 86% to two teachers, and 100% to three.

Student/Family Supports	Allendale hosts an EL Adult learning class that currently serves 26 adults. Out of that number, 23% have international diplomas or higher and have completed high school. 31% has completed middle school and 27% has no formal schooling. Our COST team has serviced 54 students thus far. 31% were referred for academic concerns, 28% for emotional dysregulation and 20% for anger management. 54% of students were referred to individual counseling, 22% to SST and 9% for additional (SPED) assessment. We currently service 19 students through our American Association of Yemeni Students and Professionals (AAYSP) Literacy Program. Our current chronic attendance rate is 20.4, higher than our 15.8% target rate, yet a significant improvement over last year's 43.7% rate. In efforts to meet our goal, our Attendance Team meets weekly and we have begun implementing a variety of Tier 1 & 2 interventions: Tier 1 - Awards Assemblies for Perfect & Most Improved Attendance, 10-Day Perfect Attendance Challenge Tier 2 - Incentive Program for At-Risk Students. Our monthly faculty meetings are utilized to build common understandings and capacity around climate and culture. Some topics include:"Common Beliefs survey, Caring Schools Community curriculum/program, Consequence/Reward lLadder, URF, COST, & SST referral protocol, Socioemotional learning (SEL), LGBTQ, Trauma Informed Practices, and Supporting Middle Eastern Students and Families. Lincoln Mental Health currently services 16 students for various needs. Over They are also starting a social skills group. Our food pantry has served 110 families thus far. Items include but are not limited to fresh produce, eggs, healthy grains, nut butters and low sodium canned goods	Most of our services are through partnerships that our Community Schools Manager cultivates and sustains. This included AAYSP, Alameda County Community Food bank, and OUSD central services. With almost half of our students and families as English Language Learners (ELL) we plan to address family services and supports on a weekly basis. We have plans to provide workshops during the school hours by providing access to technologies and training that will help our ELL students and families improve communication and technology skills. By creating a welcoming environment and making personal connections that value families' native language we hope to improve the communication process. We will provide services to help families with students' schoolwork and learn more about academics and topics. We will look for more ways that ELL parents can volunteer and take on sustainable leadership roles. We plan to use the library as a means to connect ELL families to the world of reading and technology. We plan to solicit ELL parent support to effectively use the library as a learning tool. In combination with weekly workshops for our ELL families and students, we will provide a monthly recognition and sharing experience to promote the new learning taking place. We will educate families on the reclassification process, their child's current position and future goals to increase our school and communities reclassification rate. Data unavailable 4/20/20 due to intranet accessibility issues. Additionally, we make sure to meet each child where they are in the continuum of learning to read. Our curriculum is comprehensive and matches the rigorous expectations of the Common Core State Standards and the most current reading research. We use screening, diagnostic and progress monitoring data to ensure each student is appropriately supported in differentiated small groups to support this effort. Teachers and Early Literacy Tutors have been trained and have on-going support in delivering systematic, explicit instruction in phonics, phonological awareness, vocabulary and comprehension. They are additionally supported to frequently analyze the data to make informed instructional choices so no students fall through the cracks.

Staff Supports	Part of our theory of action around PDs and PLCs states that if we increase teacher capacity in **clarity**... and students can articulate a) What am I learning, Why am I learning it, and How will I know that I have learned it...then student achievement will improve in **literacy** as measured by RI and IAB. So we have dedicated most PDs to teacher clarity, as well as data dives and standards based instruction. We have been assessing the effectiveness of the pds through follow-up actions seen during walk throughs. Initially less than 25% of students could articulate what they were learning. This now ranges from 50-75%. However, students still struggle to explain "why they are learning" a specifc content. We plan to examine "how will I know" more in the third trimester. Improve student's literacy skills across content areas, enabling students to access grade-level content and explain their thinking in writing in each subject area. Weekly PLC meetings among grade level teams is focused on instructional pedagogy led by goal-directed agendas and most often driven by data. Our school piloted new curricula programs in the core subject areas. PLCs are used to dive into understanding how the curricula 1) meets grade level standards, 2) drives high quality instruction 3) serves all student needs 4) is engaging 5) leads to high quality student work and 6) provides authentic learning experiences that transfer into student's life.	Utilizing enrichment teachers has greatly supported our efforts here. We have engineering, media, literacy and technology, and music/arts integration. Our Literacy Coach also spports most PLCs. Intervention/accelleration supports for ELL students and professional development for teachers to effectively serve our ELL students. We use engaging resources such as Lexia CORE5 to measure student's current level of performance and provides targeted skills data matched to activities that are differentiated and can be used to scaffold next steps in instruction. The Literacy Coach leads required collection of student achievement data in foundation skills, reading fluency, comprehension, and speaking and listening skills. Data conferences are used to look at student/class and make informed instruction decisions. Teachers strive to provide equitable access of resources and instruction. Early Childhood tutors provide Tier 2 instruction in reading and foundation skills five-times a week. Intervention and other support staff serve students who fall below grade level or who have several absences and fall behind on Tier 1 instruction. Tier 3 instruction is also provided 10 - 15 minutes daily, 5 days each week as possible. Volunteers, through a local school foudation, serve many students at lease 1 hour each week on very targeted and intentional skills. We need to build a stronger community support system that joins the staff supports and takes layers of instruction into the student's daily and home life.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

| *College/Career Readiness* | The majority of our students still struggle to demonstrate grade level competency in mathematics. 48% of students are still below standard (BS). However, we do show slight growth as measured by the IAB with a large number of students near standard (35%). Students above standard averages at 9%. This is a 5% increase over the previous year of both areas combined (ANS). (See IAB data)
The percentage of students above and near standard also declined for grade 3(G3). It should be noted, however, that different test blocks were administered in 18-19 than in 19-20 for grade 3. When comparing test blocks directly from 18.19 to 19.20, G3 has no direct comparison available. In grade 4 the total percentage of students above/near standard increased by 7.9% for Numbers and Operations Base 10 (NOBT). Total percentage of students above/near standard increased by 11.1% for Operations and Algebraic Thinking (OAT). In grade 5 the total percentage of students above/near standard for Numbers and Operations Fractions (NOF) increased by 3.1%. There is no direct comparison currently available for 2nd 5th grade test.

97% of students above/near standard (ANS) are from a subgroup. The percentage of students ANS by subgroup are as followed: African American 33.4% Asian 40% Filipino 66.6% Latino 43.3% Multi 57.2% Not Reported 66.7% Pacific Islander 100% White 66.6%
African American students having the lowest ANS rate out of all subgroups at 48% of students below standard.

There are 14 different home languages spoken at Allendale. However, English Learners (EL) slightly outperform English Only (EO) by 2.1 %. Boys outperform girls, but by only 2.2%. 43% of girls are above/near standard in comparison to 45.2% of the boys. | We believe that student achievement in the area of mathematics has remained low for multiple reasons. First, student achievement in reading/literacy has also posed a challenge. Research shows that while a lack of math skills may not adversely impact reading achievement, math deficits can be improved by competence in reading (Jordan et al., 2003). A study of fourth and fifth grade minority students, in southern California urban elementary school, found that reading comprehension plays an important role in predicting applied math performance (Rutherford-Becker & Vanderword, 2009). We have recently begun assessing literaacy skills (lexile) monthly to evaluate growth and apply intervention. Our hopes is that tiered and differentiated instructiona and invervention support will build foundational skiils needed for greater access to rigorous material. Research also shows that how teachers instruct and interact with students to be key for effective schools and classrooms. There are four competences as identified by the WIng Institute* needed to master and maximize performance. They are: Instructional delivery, classroom management, formative assessment, and personable competencies Better learning happens in a dynamic setting in which teachers offer explicit active instruction...(Hattie, 2009)(fig 7a). 50% of Allendale's core instructional staff has less than 3 years of teaching experience. The remaining 50% have expressed/demonstrated varied degrees of comfortability and/or mastery with explicit instruction. This is especially true in math. We have been focusing pd on teacher clarity, and are looking into ways to offer additional PLC time for teachers to plan, develop, and observe quality math instruction. We also considering additonal math curriculum support via an onsite math coach or outside consultancy/support from Eureka.
A vast majority of the staff at Allendale demonstrate personable competencies(soft skills) such as encouraging a love for learning; being flexible; showing empathy; being culturally sensitive; and having a positive regard for students. This is reflected in the climate and culture. However, we have not effectively used formative assessments for progess monitoring. We are looking into avenues to support this in more effective ways similar to our monthly evaluation of RL and believe that an online platform, such as i- |

| Focal Student Supports | Our reclassification rate for 18-19 was 4.6%, 4.2% below the district average for all grades and 6.7% below the district average for k-5. In 19-20, ELPAC-43.5%. However, in 19-20, 59.5% of all students experienced language development growth according toe ELPAC measurements: 100%-kinder, 65.4%-1st, 60.7%-2nd, 41.4% 3rd, 64%-4th, and 50%-5th. The area where Allendale students show the strongest proficiency is oral language-listening (16.1% well developed(WD)) & speaking (25.3% WD). 9.1% of k-2 students also score as WD on ELPAC. However, little/no 3-5 students are currently within the WD range for writing.
ELA: 65% of our Latino students are multiple levels below in comparison to 57.4% of African American students. 11.9% more African American (21.3%) students are at grade level , in comparison to Latino (9.2%). 63.3% of Latino students multiple levels below report Spanish as their home language. 100% of Mam speakers are currently performing multiple below grade level, and 60% of Arabic speakers.
192 ELL subgroup (pop 401)-62% are newly enrolled, 33.9% English learners 3-6 years 47.4% English learner
Hom language 31.4% Spanish, 8.2% Mam, 7.5% Other, 3.5% non English, 2.5% Arabic
Hence our focus will remain ELA because data shows that strong literacy skills attribute to math competency. At the same time, the majority of students at Allendale do not demonstrate grade level proficiency in mathematics. While slightly more Latino students performing above grade level than African Americans (7.9 % and 6.4% respectively), in 18-19 44.8% of students did not meet standard as measured by SBAC math.
So we will be increasing our efforts to support academic achievement in math content as well. | We are struggling to find ways to engage our families whose primary home language s not English. Nearly half (48%) of our student population (192 of our 397 enrolled students) have a non-English home language, representing 14 different languages. While we have some academic resources for our Spanish-speaking students and families, there are many others that are increasingly limited. For example, we have had difficulty translating materials for our Mam speaking population, who in many cases do not understand English nor Spanish.

Minimal family engagement within the school setting, other than routine parent conferences; minimal parent workshops to engage faimlies as learners; families need resources and training to help serve student needs. Hence we plan to expand support by conducting monthly parent workshops especially for parents of ELLs. Adding an additional plc time weekly will also enable us to further support/develop teachers. We also intend to add an additional enrichment period that targets literacy development and language support which may expand into after school. |

Student/Family Supports	Chronic attendance continues to be a challenge for our community. We have an Attendance team that meets regularly to discuss best practices and next steps to better serve our population. One practice is a multi-tiered system of support (see Allendale Attendance MTSS). One initiative includes trimester assemblies (3 per year, one has occured thus far) and ice cream, choice parties to encourage students in jeopardy of becoming chronic from doing so. SART meetings via COST style have also been held monthly. However attendance to SART meetings remains low. Out of 38 families "SARTed" less than 5% report. There have been Faculty meetings are utilized monthly to build common understandings and capacity around climate and culture. Some topics include:"Common Beliefs survey, Caring Schools Community	Our Attendance team meets weekly to conduct deep drives into root causes for chronic absenteeism and develop action steps/initiatives to hault/decline increases. Allendale has received multiple students transferring from other schools in which they high rates of tardies and/or unexcused absences, and we have consequently inherited the chronic absence data. Despite holding multiple SART meetings, ess, work schedule and trauma-related disruptions. Lack of resources continue to be a challenge for our community. For instance, of the 11 parents who attended SART meetings, the root causes of chronic absence included transportation, health, housing insecurity/homelessness, work schedule and trauma-related disruptions. We also have had 3 students who we have begun moving to the SARB process, but have been unable to proceed due to inability to contact We also have had 3 students who we have begun moving to the SARB process, but have been unable to proceed due to inability to contact the families to provide pertinent information, such as date of birth. Moving forward, we plan to start interventions on the classroom level during the 1st six weeks. Our after-school provider will also partner with providing incentives for attendance starting from day one. We hope that early and personalized support will build relationships/connections for students that will encourage regular attendance.

| Staff Supports | Building teacher capacity - Piloting new curriculum, 35% new year teachers and/or new school/district teachers. Training on the Allendale Way and creating a working learning community. Routinely scheduled weekly PLC lead by the Literacy coach and weekly Professional Development led by the principal. PD focused on providing teachers with a deeper understanding of using the new curriculum and digital online resources in order to strengthen teacher capacity to diliver effective instruction. Meeting the needs of ELL needs when delivering math instruction. Overcoming the language barriers to teach complex math concepts. Observation and support time in the classroom during instruction to measure the efficiency of stronger, clearer instruction. Equitable resources and support. Identify and implement high level tasks that require transfer and application of student learning. | Allendale has newer staff with many novice teachers. Hence, classroom management experiences or best practice instruction strategies that meet the needs of our students sometimes need to be developed. However, most of the staff is willing to utilize more innovative ways to reach students and differentiate instruction. This includes utilizing technology/ blended learning, creativity and imagination. Teachers are growth mindset oriented and highly collaborative. So, we will be adding additional plc time to build upon this strength. This will allow teachers more time to analyze student's needs and capacity, and develop/aligh of core/universal instruction and best practices. We will also be adding a math coach to support student achievement and teacher development. |

1C: 20-21 STUDENT GOALS & TARGETS

Instructions: For each OUSD LCAP goal, develop a related **THREE-YEAR** school goal and set 20-21 school targets. Your 19-20 target will be pulled from your 2019-20 School Plan; adjust it if necessary. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column B based on your school's needs.

Note: Your school goal may be for all students or may be a targeted goal for a subgroup of students.

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

| School Goal for May 2023: | By 2023 85% of TK students will be on grade level as measured by the IGDS and FAST assessments.
85% of K-2 students shall be at/above grade level as measured by i-Ready
85% of 3-5 students will increase by at least 10 points DFS on ELA SBAC |

| *Instructional Focus Goal:* | *All students experience success in the early years.* |

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	35.3%	n/a	60.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	26.5%	n/a	50.0%

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Language Arts.*				
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
SBAC ELA	All Students	+15 points DF3	-93.3	n/a	-60.3
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	39.0%	n/a	50.0%

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Math and Science.*				
SBAC Math	All Students	+15 points DF3	-88.6	n/a	-59.0
CAST (Science)	All Students	TBD	3.8%	n/a	60.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	By 2023, all students will make at least 1 years growth as measured by i-Ready, RI and/or district summative assessments.

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Language Arts.*				
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
SBAC ELA	Students with Disabilities	+20 points DF3	-145.8	n/a	-105.8
SBAC ELA	English Learners	+20 points DF3	-113.8	n/a	-73.8
SBAC ELA	Latino/a Students	+20 points DF3	-101.1	n/a	-61.1
SBAC ELA	African-American Students	+20 points DF3	-96.3	n/a	-56.3

Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	54.2%	n/a	50.0%
Instructional Focus Goal:		*All students continuously grow towards meeting or exceeding standards in Math and Science.*			
SBAC Math	Students with Disabilities	+20 points DF3	-139.6	n/a	-99.6
SBAC Math	African-American Students	+20 points DF3	-107.2	n/a	-67.2
SBAC Math	English Learners	+20 points DF3	-96.8	n/a	-56.8
SBAC Math	Latino/a Students	+20 points DF3	-90.1	n/a	-50.1
SBAC Math	Low Income Students	+20 points DF3	-94.4	n/a	-78.0
Instructional Focus Goal:		*English Learner students continuously develop their language, reaching English fluency in six years or less.*			
ELL Reclassification	English Learners	Reclassify 16%	4.6%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	5.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		By 2023, 85% of all students will report feeling connected to the school community			
Instructional Focus Goal:		*All students build relationships to feel connected and engaged in learning.*			
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
Connectedness	All Students	+5pp	66.4%	n/a	80.0%
Suspensions	All Students	-2pp	0.7%	n/a	80.0%
Suspensions	African-American Students	-2pp	2.3%	n/a	1.5%

Suspensions	Students with Disabilities	-2pp	4.2%	n/a	1.0%
Chronic Absence	All Students	-2pp	43.7%	n/a	30.0%
Chronic Absence	African-American Students	-2pp	53.3%	n/a	45.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.
School Goal for May 2023: By 2023, 100% of all intructional staff will demonstrate capacity to provide high quality optimal service, through continual professional development, observation data reflective of implemetation/growth, collaborative planning, and facilitation of family/community events.

1D: IDENTIFIED NEED

Instructions: 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: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Allendale has a high English Language Learner population, but it does not qualify for support services because most students are considered newcomers.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: 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.

	x`		
School: Allendale Elementary School		**SPSA Year Reviewed:** 2019-20	**SPSA Link:** 19-20 SPSA

2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)

19-20 Language & Literacy Priority:	Literacy

Theory of Change:	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:	By May 2020, all students will continuously grow towards meeting or exceeding standards in English Language Arts by 10 points each If we implement a 1) research-based instructional model, and 2) systems/processes for collecting, reflecting, and acting upon grade le a) TK-3 students will grow up to 30% to be at or above grade level based on DIBELS subtest b) At least 70% of the students will measure proficient/near proficient on 3 out of 5 grade level correlating formative assessments each c) Students will grow at least 5% between beg and eoy IAB yearly assessment

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We refined our theory of action to get more specific on strategies needed to positively progress on our goals:
If we 1) align literacy tasks to grade level STANDARDS (especially anchor standards) 2) assure that TEACHER and STUDENT CLARITY is present, 3) differentiate instruction for all students including TIERED INTERVENTION, and 4) MONITOR student progress through multiple district aligned assessments, then we will increase STUDENT LITERACY PROFICIENCY levels/percentages as measured by DIBELS, IAB, and RI
If we 1) increase TEACHER CAPACITY in CLARITY, by a) aligning PLC, PD, and intervention focus, b) utilizing PLC time to unpack unit/modules* 2) engage students by ensuring that they can articulate a)What am I learning? b)Why am I learning it? b) How will I know I have learned it?, and 3) utilize on level, standards based and culturally responsive CONTENT, then student achievement will improve in LITERACY as measured by research based district/cohort assigned assessments (se student learning goals).

What evidence do you see that your practices are effective?

We have RI data that shows positive growth for at least 50% of the students and 63% that are receiving tiered intervention. Curriculum implementation looks promising as well. There is still lots to do however aaroud building teacher capacity in best practices and content knowledge, especially math.

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

We shifted from a math focus to literacy.

19-20 Standards-Based Instruction Priority:	Mathematics

Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.
Related School Goal:	By May 2020, all students will continuously grow towards meeting or exceeding standards in math by at least five points each school year to meet/exceed the target goal of -59 as measured on the Math SBAC.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We began with math, but shifted to literacy based on need, capacity, ad=nd adoption of nrw curriculum.

What evidence do you see that your practices are effective?

There is still lots of work to do with math. However, the focus has shifted to literacy.

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

Literacy focus

19-20 Conditions for Student & Adult Learning Priority:	Chronic Absenteeism
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 feel a deeper connection to school resulting in (a) less universal referrals, in particularly Black boys, and (b) decline in chronic absenteeism.
Related School Goal:	By May 2020, we will increase positive recognition of staff and students by publicly recognizing 1) at least 25% of students as demonstrating desired expectations of the Allendale Way, including attendance, and 2) at least 2 staff members (each trimester) for modeling of positive and engaging interactions with students. If we 1) explicitly build classroom and schoolwide community while developing students' social and emotional learning (SEL) skills and competencies 2) monitor the use of SEL skills/competencies, and 3) give specific and contingent encouragement and recognition when they are used, then a) Each year CHKS survey shall reflect an increase of at least 3 points in at least 3 areas that measure students connectedness to school community until meeting/exceeding target of 75% b) Chronic Absenteeism especially among African American shall decrease each year by at least 3 points until meeting/exceeding target of 15.9% c) URFs referrals shall not exceed more than 30% of the school population, especially among African American boys.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

No changes to staff--We added a CSM as indicated

What evidence do you see that your practices are effective?

Walk through data, surveys, and OUSD dashboard. Low URFs and (0% of students feel that there is a caring adult on campus.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
Attendance still remains a struggle. Plan on adding a Social worker or Case Manager

19-20 Conditions for English Language Learners Priority:	EL Reclassification
Theory of Change:	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:	By May 2020 English learner students shall continuously develop their language, reaching English fluency in six years or less by at least 2% each year to rmeet/exceed school reclassification goal of 20%

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
We have not begun ELPAC testing, but do see some improvement for some ELLs based on RI data
What evidence do you see that your practices are effective?
This is an area where we feel that we need more support
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
Our pds do focus on clarity which supports all types of learners especially ELs

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET
Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?
No significant budget changes were made

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA) STRATEGIES & PRACTICES

School	Allendale Elementary School	School ID	101

District Strategy Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock")	Attendance: Safe Climate and Strong Relationships with Family, Communities, Staff and Students
School Theory of Change	If we utilize culturally responsive content, and socio emotional learning assure implementation/ consistency with integrity, then students will experience positive academic and socioemotional growth as measured by district and site based indicators, then our chronic absenteeism will decrease by 2pp.
Related Goal(s)	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED WHAT NEED IS THIS ADDRESSING?
1-1	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	Principal and Leadership team establish a Culture, Climate, COST, and Attendance Team to support and develop the implementation of schoolwide SEL practices and individualized student plans but also to decrease chronic absenteeism and analyze root causes.	1) Implement and use a 6-week School Culture and Climate (including exhibition Buddy Up) plan that is revisited throughout the year, including tiered intervention/initiatives for students with a history of chronic absenteeism. 2) Implement an SEL curriculum (e.g.TOOLBOX, Caring Schools Community, etc.) and integrate the SEL skills and competencies throughout the academic content	Attendance - Our current chronic attendance rate is 20.4(pre SIP), higher than our 15.8% target rate, and still remains a challenge area. In efforts to meet our goal, our Attendance Team meets weekly and we have begun implementing a variety of Tier 1 & 2 interventions Tier 1 - Awards Assemblies for Perfect & Most Improved Attendance, 10-Day Perfect Attendance Challenge Tier 2 - Incentive Program for At-Risk Students Community Schools Manager

1-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	Principal and Leadership team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	1) Implement 3 Family Engagements that are focused on academic achievement 2) Engage families in goal setting, hopes and dreams and/or home visits to develop a shared vision 3) Provide weekly workshops to enhance families capacity to engage with teacher in student learning process 4) Utilize online platforms on a regular basis to communicate all aspects of student engagement	Chronic attendance continues to be a challenge for our community. We have an Attendance team that meets regularly to discuss best practices and next steps to better serve our population. One practice is a multi-tiered system of support (see Allendale Attendance MTSS). One initiative includes trimester assemblies (3 per year, one has occurred thus far) and ice cream, choice parties to encourage students in jeopardy of becoming chronic from doing so. SART meetings via COST style have also been held monthly. However attendance to SART meetings remains low. Out of 38 families "SARTed" less than 5% report. have been Faculty meetings are utilized monthly to build common understandings and capacity around climate and culture. Some topics include "Common Beliefs survey, Caring Schools Community

District Strategy	Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**
School Priority ("Big Rock")	Mathematics: Equitable Access to Rigorous Standards Aligned Instruction

	School Theory of Change	If we 1) align tasks to grade level STANDARDS (especially anchor standards) 2) assure that TEACHER and STUDENT CLARITY is present, 3) differentiate instruction for all students including TIERED INTERVENTION, and 4) MONITOR student progress through multiple district aligned assessments, then we will increase STUDENT MATH PROFICIENCY levels/percentages as measured by IAB (Math) and SBAC
	Related Goal(s)	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
	Students to be served by these actions	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED WHAT NEED IS THIS ADDRESSING?
2-1	Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership observe and provide timely feedback to support and develop standards aligned task and the implementation of assessments of student learning.	Lesson plans and observations will document ELD instruction within the EL Education ELA curriculum implementation of daily instruction in Modules and Labs. Instruction and student growth in reading will be seen through routine Mastery Test data. Student work samples will show levels of growth in writing through ongoing rubric assessments in the EL Education ELA program.	The majority of our students still struggle to demonstrate grade level competency in mathematics. 48% of students are still below standard (BS). However, we do show slight growth as measured by the IAB with a large number of students near standard (35%). Students above standard averages at 9%. This is a 5% increase over the previous year of both areas combined (ANS). See IAB data MATH COACH DATA ANALYSIS-- LEADERSHIP ACTION

	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	Use of weekly PLCs to dissect lessons, connect to standards, use decision making tools, and plan lessons based on assessment Use school-wide visuals to record grade-level progress towards goals Use a model of pre and post observations with debriefs to increase effective use of instructional strategies	The majority of our students still struggle to demonstrate grade level competency in mathematics. 48% of students are still below standard (BS). However, we do show slight growth as measured by the IAB with a large number of students near standard (35%). Students above standard averages at 9%. This is a 5% increase over the previous year of both areas combined (ANS). (See IAB data) The percentage of students above and near standard also declined for grade 3(G3). It should be noted, however, that different test blocks were administered in 18-19 than in 19-20 for grade 3. When comparing test blocks directly from 18.19 to 19.20, G3 has no direct comparison available. In grade 4 the total percentage of students above/near standard increased by 7.9% for Numbers and Operations Base 10 (NOBT). Total percentage of students above/near standard increased by 11.1% for Operations and Algebraic Thinking (OAT). In grade 5 the total percentage of students above/near standard for Numbers and Operations Fractions (NOF)
2-2				

	Teachers utilize blended learning formats to differentiate instruction for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team observe and provide timely feedback on the utilization of evidence based blended learning formats to differentiate instruction and prioritize professional development as needed.	Use of weekly blended learning will be documented on teacher's Google Classroom. Use of Newsela articles at different lexile levels based on students' current level of achievement will be used to differentiate and/or scaffold levels of instructional entry points Use of digital instructional platforms that differentiates groups , increases use of scaffolds and collects real-time data will be used to provide best practices for all teachers	The majority of our students still struggle to demonstrate grade level competency in mathematics. 48% of students are still below standard (BS). However, we do show slight growth as measured by the IAB with a large number of students near standard (35%). Students above standard averages at 9%. This is a 5% increase over the previous year of both areas combined (ANS). (See IAB data) The percentage of students above and near standard also declined for grade 3(G3). It should be noted, however, that different test blocks were administered in 18-19 than in 19-20 for grade 3. When comparing test blocks directly from 18.19 to 19.20, G3 has no direct comparison available. In grade 4 the total percentage of students above/near standard increased by 7.9% for Numbers and Operations Base 10 (NOBT). Total percentage of students above/near standard increased by 11.1% for Operations and Algebraic Thinking (OAT). In grade 5 the total percentage of students above/near standard for Numbers and Operations Fractions (NOF).
2-3				

District Strategy	Developing **LANGUAGE AND LITERACY** Across the Curriculum
School Priority ("Big Rock")	Equitable Access to Rigorous Standards Aligned Instruction All students continuously grow towards meeting or exceeding standards in English Language Arts By June 2021, 10% of 3rd through 5th grade students will meet or exceed standards on the ELA IAB, 5% of students will be near/at grade level, and 2.5% will be at/above, as measured by RI By June 2021, 3rd through 5th grade students will increase their distance from standards by +15 points. By June 2021, 35% of students in grades k-2 will be at grade level ,30% will be near grade level, and 10% above grade level as measured by i-Ready ELA.
School Theory of Change	If ELA teachers consistently implement EL Education Modules and ALL block with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in -in RI and SBAC -students will actively participate in standards based instruction -student will be engaged in culturally responsive education -students will be highly engaged and take ownership of their education -students will be engaged in a performance task -students have opportunities to learn how language works to make meaning
Related Goal(s)	100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on fostering interaction and discussion, to ensure accelerated language and reading growth. (CCSS S&L 1, 4, 6) All students grow a year or more in Reading each year
Students to be served by these actions	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED WHAT NEED IS THIS ADDRESSING?

3-1	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	Provide PD curriculum implementation, observation & feedback on classroom practice Ensure teachers participate in PD on protocols and conversation cues Provide weekly PLC to analyze student language progress and plan ILT plan PD	Student making meaning around the text, students actively having academic discussions during reading and before writing, lesson plans, observation tracker, coaching Classroom visuals, anchor charts and written protocols will be ongoing and updated with the progression of the curriculum lessons.	Software platforms--blended learning--LEXIA, i-Ready

3-2	In ALL Block, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction of Language Dives.	Provide PD on laguage dives Provide PD on guided reading Calibrate around using running records to inform guided reading instruction	Close and independent reading schedule, observation tracker, lesson plans, coaching. Students transfer academic discussion ideas and language into writing for the end of unit performance task	Building teacher capacity - Piloting new curriculum, 35% new year teachers and/or new school/district teachers. Training on the Allendale Way and creating a working learning community. Routinely scheduled weekly PLC lead by the Literacy coach and weekly Professional Development led by the principal. PD focused on providing teachers with a deeper understanding of using the new curriculum and digital online resources in order to strengthen teacher capacity to deliver effective instruction. Meeting the needs of ELL needs when delivering math instruction. Overcoming the language barriers to teach complex math concepts. Observation and support time in the classroom during instruction to measure the efficiency of stronger, clearer instruction. Equitable resources and support. Identify and implement high level tasks that require transfer and application of student learning.

3-3	Use curriculum formative assessments and IAB data to monitor progress and adjust instruction	Provide coaching Provide targeted feedback based on weekly observation Facilitate teacher data conferences	Observations, data tracker, coaching cycles, PLC agendas	Building teacher capacity - Piloting new curriculum, 35% new year teachers and/or new school/district teachers. Training on the Allendale Way and creating a working learning community. Routinely scheduled weekly PLC lead by the Literacy coach and weekly Professional Development led by the principal. PD focused on providing teachers with a deeper understanding of using the new curriculum and digital online resources in order to strengthen teacher capacity to deliver effective instruction. Meeting the needs of ELL needs when delivering math instruction. Overcoming the language barriers to teach complex math concepts. Observation and support time in the classroom during instruction to measure the efficiency of stronger, clearer instruction. Equitable resources and support. Identify and implement high level tasks that require transfer and application of student learning.

3-4	PLCs analyzing data, student work, and planning	Leaders facilitate PLCs Leaders provide consistent PLC schedule	PLC agendas, student ELA data	Building teacher capacity - Piloting new curriculum, 35% new year teachers and/or new school/district teachers. Training on the Allendale Way and creating a working learning community. Routinely scheduled weekly PLC lead by the Literacy coach and weekly Professional Development led by the principal. PD focused on providing teachers with a deeper understanding of using the new curriculum and digital online resources in order to strengthen teacher capacity to deliver effective instruction. Meeting the needs of ELL needs when delivering math instruction. Overcoming the language barriers to teach complex math concepts. Observation and support time in the classroom during instruction to measure the efficiency of stronger, clearer instruction. Equitable resources and support. Identify and implement high level tasks that require transfer and application of student learning.

District Strategy	Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**
School Priority ("Big Rock")	Results Focused Differentiated Professional Learning & Collaboration & Data-Driven Continuous Improvement
School Theory of Change	If we 1) increase TEACHER CAPACITY in CLARITY and EXPLICIT DIRECT INSTRUCTION, by a) aligning PLC, PD, and intervention focus, b) utilizing PLC time to unpack unit/modules* 2) engage students by ensuring that they can articulate a)What am I learning? b)Why am I learning it? b) How will I know I have learned it?, and 3) utilize on level, standards based and culturally responsive CONTENT, then student achievement will improve in LITERACY as measured by research based district/cohort assigned assessments (see student learning goals)
Related Goal(s)	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED WHAT NEED IS THIS ADDRESSING?
4-1	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	PLC and PD agendas, student work samples, assessment data	

4-2	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Maintained Google Classroom of assigned videos, webinars, other digital learning Data Reflection Tools used to analyze teacher pedagogy Google Forms summary of engagement teacher engagement in professional development opportunities	Building teacher capacity - communication of available and expected professional development opportunities; webinars, videos, Zoom trainings, articles and research. Extended training on Google Classroom roles in professional development. Training on use of data reflections tools, best practice strategies, and use of Google Forms as a record keeping system and data collection tool. Professional Learning Community meetings led by the Literacy Coach. System of ongoing communication clearly established. Clear goals for teacher professional development plans based on grade level and teacher needs. Equitable time planned for all teachers to recieve individualized supports and resources. Additional training to understand learning needs of different home languages; how to scaffold and differentiate instruction. Time to address individual teacher needs to better improve practice.

#			
4-3	Teachers use data- informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and LeadershipTeam develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g.data conferences) and adjust instruction.	Data Conversations; documented Cycles of Inquiry and protocols	Building teacher capacity - implemet systems of Cycle of Inquiry and tools used to address teacher needs. Training in variety of data-collection tools and processes to better understand the data focus. Set expectations for lesson plans, use of teacher reporting and recording tools, trackers, etc. along with knowledge of the district and school assessment calendar.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock")	English Learner students continuously develop their language, reaching English Fluency in 6 years or less RECLASSIFICATION
School Theory of Change	If we provide systematic support such as daily integrated and designated instruction, pd and coaching support for teachers around content language, and monthly parent egagement, then we will see an increase in the number of ELLs being reclassified.
Related Goal(s)	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED WHAT NEED IS THIS ADDRESSING?

| 5-1 | Teachers shall enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth during literacy blocks | Lead team shall use student-focused observation protocols such as the 5x8 cards, ELL Shadowing , ELL Reviews to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes.

5x8 cards   ELL Review
ELL Snapshot | Coach will lead grade level PLCs where teachers will review ELL student work samples where multilevels of response are evident according to strategic rubric | Reclassification ELPAC-43.5% experienced growth-- 100% kinder, 61% 1st grade
Focal student group(s) ELA, MATH
All students in order of performance
ELA 65% of our Latino students are multiple levels below in comparison to 57.4% of |

5-2	Teachers shall ensure instruction for all ELLs is aligned to grade-level standards in all content areas	Coaching-- Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	Google Forms for learning walks, routine pre and post observations, debriefs and planning, student work sample analysis, and participation in coaching conversations	Building teacher capacity - Piloting new curriculum, 35% new year teachers and/or new school/district teachers. Training on the Allendale Way and creating a working learning community. Routinely scheduled weekly PLC lead by the Literacy coach and weekly Professional Development led by the principal. PD focused on providing teachers with a deeper understanding of using the new curriculum and digital online resources in order to strengthen teacher capacity to diliver effective instruction. Meeting the needs of ELL needs when delivering math instruction. Overcoming the language barriers to teach complex math concepts. Observation and support time in the classroom during instruction to measure the efficiency of stronger, clearer instruction. Equitable resources and support. Identify and implement high level tasks that require transfer and application of student learning.

5-3	Teachers shall provide Integrated ELD that has clear articulation, instruction, and assessment of content-language objectives	Leading Teams-- Guide teams to collaboratively analyze the content, language, and literacy demands of complex texts and tasks.	A variety of anchor charts will be evident in the classroom to provide equitable access of integrated language-based cues	Building teacher capacity - Piloting new curriculum, 35% new year teachers and/or new school/district teachers. Training on the Allendale Way and creating a working learning community. Routinely scheduled weekly PLC lead by the Literacy coach and weekly Professional Development led by the principal. PD focused on providing teachers with a deeper understanding of using the new curriculum and digital online resources in order to strengthen teacher capacity to diliver effective instruction. Meeting the needs of ELL needs when delivering math instruction. Overcoming the language barriers to teach complex math concepts. Observation and support time in the classroom during instruction to measure the efficiency of stronger, clearer instruction. Equitable resources and support. Identify and implement high level tasks that require transfer and application of student learning.

5-4	Teachers shall minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings.	Systems--Ensure weekly schedules provide a balance of literacy experiences (e.g. guided, independent, shared reading/writing) and Designated/Integrated ELD	Intentional and targeted grouping of ELL students will be evident through grouping charts and ongoing small group participation as seen in observation and learning walks	Reclassification ELPAC-43.5% experienced growth--100% kinder, 61% 1st grade Focal student group(s) ELA, MATH All students in order of performance ELA 65% of our Latino students are multiple levels below in comparison to 57.4% of African American students. 11.9% more African American (21.3%) students are at grade level , in comparison to Latino (9.2%). However there are slightly more Latino students performing above grade level than African Ameicans (7.9 % and 6.4% respectively). 63.3% of Latino students multiple levels below report Spanish as their home language. 100% of Mam speakers are currently performing multiple below grade level, and 60% of Arabic speakers 192 ELLsubgroup (pop 401)-62% are newly enrolled, 33.9% English learners 3-6 yeares 47.4% English learner Hom language 31.4% Spanish, 8.2% Mam, 7.5% Other, 3.5% non English, 2.5% Arabic 33% **

	Build effective ELL strategies into daily lessons that supports multiple students with different home languages. During routine PLCs, reflect and discuss strategy effectiveness and adjust to meet the students' priority needs.		Opportunities for ELL students to share learning through communicating in their home language. ELL student work will be discussed in PLCs to determine effectiveness of strategies used.	Our reclassification rate for 18-19 was 4.6%, 4.2% below the district average for all grades and 6.7% below the district average for k-5. In 19-20, ELPAC-43.5%. However, in 19-20, 59.5% of all students experienced language development growth according toe ELPAC measurements: 100%-kinder, 65.4%-1st, 60.7%-2nd, 41.4% 3rd, 64%-4th, and 50%-5th. The area where Allendale students show the strongest proficiency is oral language-listening (16.1% well developed (WD)) & speaking (25.3% WD). 9.1% of k-2 students also score as WD on ELPAC. However, little/no 3-5 students are currently within the WD range for writing.
5-5				ELA: 65% of our Latino students are multiple levels below in comparison to 57.4% of African American students. 11.9% more African American (21.3%) students are at grade level , in comparison to Latino (9.2%). 63.3% of Latino students multiple levels below report Spanish as their home language. 100% of Mam speakers are currently performing multiple below grade level, and 60% of Arabic speakers. 192 ELL subgroup (pop 401)-62% are newly

PROPOSED 2020-21 SCHOOL SITE BUDGET   **Site Number:** 101   **School:** Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool-Girls Inc	$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	101-1
Classroom supplies	$14,991	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	101-2
Copy Machine Maintenance	$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Leading Teams-- Guide teams to collaboratively analyze the content, language, and literacy demands of complex texts and tasks.	101-3
Math and Data Coach	$5,289	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	7708	10-Month Classroom TSA	0.04	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	101-4
Instructional Coach	$33,568	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	5017	11-Month Classroom TSA	0.30	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide coaching Provide targeted feedback based on weekly observation Facilitate teacher data conferences	101-5
Math and Data Coach	$39,671	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	7707	10-Month Classroom TSA	0.30	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide coaching Provide targeted feedback based on weekly observation Facilitate teacher data conferences	101-6
Unallocated	$83	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	PLCs analyzing data, student work, and planning	101-7
HERO-Recess/Physical Education	$9,425	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments	101-8
Science/Engineering Teacher	$13,283	LCFF Supplemental	1105	Certificated Teachers' Salaries	1629	Teacher Education Enhancement	0.10	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	101-9
Instructional Coach	$78,325	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	5017	11-Month Classroom TSA	0.70	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	PLCs analyzing data, student work, and planning	101-10

Art and Technology	$95,110	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7160	10-Month Classroom TSA	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments	101-11
Noon Supervisor	$7,213	LCFF Supplemental	2905	Other Classified Salaries	7162	Noon Supervisor	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Systems--Ensure weekly schedules provide a balance of literacy experiences (e.g. guided, independent, shared reading/writing) and Designated/Integrated ELD	101-12
Math and Data Coach	$20,757	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7707	10-Month Classroom TSA	0.07	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	PLCs analyzing data, student work, and planning	101-13
Literacy Enrichment	$72,566	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7708	10-Month Classroom TSA	0.72	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments	101-14
HERO-Recess/Physical Education	$3,826	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	101-15
Media/Literacy	$39,671	Measure G: Library	1119	Certificated Teachers on Special Assignment Salaries	7708	10-Month Classroom TSA	0.30	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Systems--Ensure weekly schedules provide a balance of literacy experiences (e.g. guided, independent, shared reading/writing) and Designated/Integrated ELD	101-16
Unallocated	$18	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Systems--Ensure weekly schedules provide a balance of literacy experiences (e.g. guided, independent, shared reading/writing) and Designated/Integrated ELD	101-17
Math and Data	$25,691	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7707	10-Month Classroom TSA	0.13	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership observe and provide timely feedback to support and develop standards aligned task and the implementation of assessments of student learning.	101-18
Community School Manager	$82,832	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	5160	Program Mgr Community School	0.60	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership team establish a Culture, Climate, COST, and Attendance Team to support and develop the implementation of schoolwide SEL practices and individualized student plans but also to decrease chronic absenteeism and analyze root causes.	101-19
Online Learning Programs	$23,598	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers utilize blended learning formats to differentiate instruction for all students, based on evidence, regardless of current level of achievement	101-20

Parent Workshops	$2,531	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	101-21
Parent Workshops	$61	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	101-22
Technology	$8,100	Title IV: Student Support & Academic Enrichment	4420	Computer < $5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers utilize blended learning formats to differentiate instruction for all students, based on evidence, regardless of current level of achievement	101-23

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Allendale Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

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

- Parent Conference

- Back to School Night

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

- Back to School Night

- Coffee with the Principal

- Parent Night

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

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

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

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

- Title 1 Meeting

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

- Coffee with the Principal

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
- Talking Points and Newsletter translated into students home language

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:
- Community School Manager

- Oakland Public Education Fund

- Volunteer Flyers posted on bulletin Boards

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

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

- Faculty Meeting

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

- Parent Night

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

- SSC Meetings

- Parent Workshops

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

- SSC

- Coffee with the Principal

- Parent workshops

- All meetings have a translator

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

- Teacher Conferences

- Events

- SST

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

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

- SSC

- Parent Workshops

Adoption
This policy was adopted by the Allendale Elementary School Site Council on September 30, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Desiree Miles

Name of Principal

(signature)

Signature of Principal

September 30, 2019

Date

Please attach the School-Parent Compact to this document.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

Allendale Elementary School

2019-20

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
   - EL Education
   - ST Math
   - 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 the 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

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   - Back to School Night
   - Title 1 Meeting
   - SSC Meeting
   - Teacher/ Grade Conferences

3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- Grade Conferences
- SST Meetings

4) **Provide parents reasonable access to staff.**
- Talking Points
- Email
- Afterschool

5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- Talking Points and Newsletter are translated into students home language

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

- Coffee with the Principal
- Parent Workshops

7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Professional Development Meetings
- Faculty Meetings
- Faculty Retreats

8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- Talking Points
- 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

Teacher Responsibilities

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

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

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote the positive use of my child's extracurricular time.

Student Responsibilities

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

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

This Compact was adopted by the Allendale Elementary School on September 30th, 2019, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.

Signature of Principal

September 30, 2019
Date

2019-2020
School Site Council Membership Roster – Elementary

School Name: Allendale Elementary School

Chairperson :	Colleen Zak
Vice Chairperson:	Matthew Raynor
Secretary:	Susan Naclerio

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Desiree Miles	X			
Remi Bereola			x	
Colleen Zak		x		
Susan Naclerio		x		
Matthew Raynor				x
Lynette Davis		x		
Victoria Hewitt				x
Evelyn Cabrera				x
Nicole King				x
Felicita Perez				x

Meeting Schedule (day/month/time)	Every 2nd Tuesday

SSC Legal Requirements (*EC* Sections 65000-65001):

1. Members MUST be selected/elected by peer groups;

2. There MUST be an equal number of school staff and parent/community/student members;

3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and

4. Parents/community members cannot be OUSD employees at the site.

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