

Board Office Use: Legislative File Info.	
File ID Number	20-1525
Introduction Date	8/26/20
Enactment Number	20-1281
Enactment Date	8/26/2020 er



**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 Piedmont Avenue Elementary School.

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

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

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

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

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Piedmont Avenue Elementary School  
**CDS Code:** 1612596002117  
**Principal:** Zarina Ahmad  
**Date of this revision:** 5/12/2020

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:** Zarina Ahmad  
**Address:** 4314 Piedmont Ave.  
Oakland, CA 94611

**Position:** Principal  
**Telephone:** 510-654-7377  
**Email:** [zarina.ahmad@ousd.org](mailto:zarina.ahmad@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/12/2020*

*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:

Piedmont Avenue Elementary School

### Site Number: 146

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

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

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

Date(s) plan was approved: 05/12/2020

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

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

### Signatures:

Zarina Ahmad	<i>Zarina Ahmad</i>	5/12/2020
Principal	Signature	Date
Greavin Lewis	<i>Greavin Lewis</i>	5/12/2020
SSC Chairperson	Signature	Date
LaResha Martin	<i>LaResha Martin</i>	6/10/2020
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	6/10/2020
Director, Strategic Resource Planning	Signature	Date

*Jody London*

*Kyla Johnson Trammell*

## 2020-21 SPSA ENGAGEMENT TIMELINE

**School Site:** Piedmont Avenue Elementary School

**Site Number:** 146

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

[illegible]

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$91,580.00
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	\$453,337.00

### 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)	\$89,652.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$20,358.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,928.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$226,950.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$91,580.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$361,757.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$453,337.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Piedmont Avenue Elementary School**School ID:** 146**School Description**

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

**School Mission and Vision**

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

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES****Focus Area:****Priority Strengths****Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p>Fall assessments data show: Mastery of Foundation Literacy Skills          61% of our Kindergarteners know their uppercase Letter names          42.% of our Kindergarteners know their lowercase Letter names          13.6% of Kindergarteners know their letter sound names          The Fall 2019 ELA F&amp;P data show the following results:          44.8% of our 1st grade students are at or above grade level          43.6% of our 2nd grade students are at or above grade level          46.3% of our 3rd grade students are at or above grade level          47.7% of our 4th grade students are at or above grade level          47.9% of our 5th grade students are at or above grade level          The Fall 2019 IAB ELA shows the following results:          3rd Near 27.5% , Above 15%          4th Near 31.0%%, Above 2%          5th Near 48.8% Above 18.6%          The Fall 2019 IAB Math shows the following results:          3rd Near 45%, Above 32.5%          4th Near 35.5%, Above 6.5%          5th Near 40%, Above14.2%</p>	<p>The root causes for these strengths are that the Kindergarten team of teachers are a collaborative group that uses PLC time to share best practices and lesson plans; in grades TK-5 teachers work together to review data during PLC's and they plan lessons to engage the students in mastery of grade level standards. Professional development sessions support teachers with the cycle focus plans such as the focus on academic discussions and citing evidence in writing. The TSA supports the TK-2 PD/PLC sessions. The principal supports the 3-5 PD/PLC sessions.</p>
<p><i>Focal Student Supports</i></p>	<p>African American Males increased performance on the Fall Math IBA for 2018-19 at 22.2% to 45.4% at/near standard.</p>	<p>The AAMA Manhood Facilitator has support the boys with SEL issues, behavior, and all concerns are handled at recess or during AAMA time allowing all boys to stay in class and engaged in instruction daily.</p>

<i>Student/Family Supports</i>	The Piedmont Avenue Reading Tutors (PART), a volunteer organization at our school presented a Parent Engagement Session to give parents tips for helping students improve reading skills. In 2018-19, 12 parents participated. In 2019-20, 40 parents participated. Other parent engagement session lead by teachers are Swun Math Night, Family Reading Night, Parent Teacher Conference, Title One/Back to School Meeting, the Winter Holiday Music Concert, African American Heritage Night.and the Student Talent Show. Our PTA leads the Halloween Fall Fesitval, The Winter Holiday Dance and Toy Drive, the Spring Carnival and Walkathon.	The Piedmont Avenue Reading Tutors (PART) are all OUSD volunteers that have been trained to assess students and use the level reading library books to read with students and ask them reading comprehension questions. In addition, PART works closely with classroom teachers to know what skills the students need. PART contacted families and encouraged them to attend the family engagment sessions. Dinner and childcare were provided. Free leveled reading books wre given to students. The principal provided a book title A Guide For Parents to all parents who attened.
<i>Staff Supports</i>	The staff is supported with weekly PD and PLC grade level meetings. The TSA, principal and ELA and Math lead teachers support staff with learning best practices and teaching strategies.	The Swun Math curriculum has supported instruction by giving students conceptual, procedural and constructive response lessons. Swun Math coaches work with teachers monthly by observing, coaching, modeling lessons and reviewing pacing with all teachers at all grade levels.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>



<i>College/Career Readiness</i>	<p>Only 61% of our Kindergarteners know their uppercase Letter names  42.% of our Kindergarteners know their lowercase Letter names  13.6% of Kindergarteners know their letter sound names  The Fall 2019 ELA F&amp;P data show the following results:  44.8% of our 1st grade students are at or above grade level  43.6% of our 2nd grade students are at or above grade level  46.3% of our 3rd grade students are at or above grade level  47.7% of our 4th grade students are at or above grade level  47.9% of our 5th grade students are at or above grade level  The Fall 2019 IAB ELA shows the following results:  3rd Near 27.5% , Above 15%  4th Near 31.0%%, Above 2%  5th Near 48.8% Above 18.6%  The Fall 2019 IAB Math shows the following results:  3rd Near 45%, Above 32.5%  4th Near 35.5%, Above 6.5%  5th Near 40%, Above14.2%</p>	<p>Inconsistent staff in grades 3-5 have let to lac os student achievement. Several Kindergarten students have not attended preschool and have SEL challenges that interrupt their academic achievement. 17% of students are chronically absent or late. Students have limited writing skills and not able to write high level answers on their assessments. Students have limited technology skills and unable to type answers. Assessment Data needs to be reviewed so teachers can plane reteach/reengage lessons. Title One funding for field trips and instructional supplies will help meet the root cause of these challenges.</p>
<i>Focal Student Supports</i>	<p>The African American males are the focal students at Piedmont Avenue as they have consistently scored the lowest on assessments.</p>	<p>In 2018-19, 22% of African American boys scored 22% on the math IAB.</p>
<i>Student/Family Supports</i>	<p>Less than 20% of families attend Family Engagement events after Back to School night.Only 80% of parents in the upper grades attend Back to Schol night. Only 80 % of parents attended the Parent -Teacher conferences. .</p>	<p>Several students attend the after school program and when their working parent come to pick up at 6pm they say they are too tired to stay for family engagement evernts.</p>

<i>Staff Supports</i>	Teachers feel rushed with the Swun Math curriculum pacing. Teacher say the pacing needs to build in time for reteaching.	Swun math curriculum is new to our school. We are in the second year of implementation.
-----------------------	--	---

## 1C: 20-21 STUDENT GOALS & TARGETS

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

<b>School Goal for May 2023:</b>	85% of Kindergarten and 1st grade students perform at/above benchmark as measured by iReady Reading and 65% of students in grades 2-5 will perform at/above benchmark as measured by the ELA SBAC by May 2021.
----------------------------------	--

**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
K at or above Benchmark	All Kindergarten Students	+5pp	54.0%	n/a	73%%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	60.7%	n/a	60%%

**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	-55.0	n/a	-40%
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	43.8%	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	-73.0	n/a	-45.0
CAST (Science)	All Students	TBD	16.7%	n/a	25.0%

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

<b>School Goal for May 2023:</b>	By May 2021 African American students will show growth of 5-10% in ELA and Math on the SBAC. DF3 will be -70 for African American students in grades 3-5 as measured by the SBAC ELA in May 2021.
----------------------------------	---

**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	-76.4	n/a	-70.0
SBAC ELA	African-American Students	+20 points DF3	-69.8	n/a	-29.8
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	39.2%	n/a	-27.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-101.7	n/a	-61.7
SBAC Math	African-American Students	+20 points DF3	-80.8	n/a	-23.7
<b>Instructional Focus Goal:</b> English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	12.2%	n/a	40.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	33.3%	n/a	64.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Chonic absences will be reduced by 2% for all students by May 2021.			
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	75.0%	n/a	95.0%
Suspensions	All Students	-2pp	0.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	29.3%	n/a	15.0%

Chronic Absence	African-American Students	-2pp	29.3%	n/a	13.0%
-----------------	---------------------------	------	-------	-----	-------

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

<b>School Goal for May 2023:</b>		100% of teachers will regularly attend professional development and receive observation and feedback on their growth goals by May 2021.			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Percent of teachers who regularly attend professional development and receive observation and feedback on their growth goals	All Teachers	n/a	n/a	n/a	100.0%

**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?

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

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

**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.

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> Piedmont Avenue Elementary School	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority: Rigorous Academics in ELA</b>	
<b>Theory of Change:</b>	If teachers develop a deep understanding of the common core writing standards, ensure writing is an integral part of all content areas, receive consistent coaching, support and feedback, then there will be an increase of the number of (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) students performing proficient on On Demand Writing and SBAC.
<b>Related School Goal:</b>	85% of Kindergarten and 1st grade students perform at/above benchmark as measured by iReady Reading and 65% of students in gr
<b>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.</b>	
Teachers were trained to support students in academic conversations prior to citing evidence in writing assignments. Protocols, anchor charts, complex texts and modeling were strategies used to help students form sentences and paragraphs with citing evidence. Teachers selected writing rubrics by grade level and used weekly writing assignments to track student progress. Students were also assessed using the SRI monthly to set monthly data goals and track progress in reading. Student set goals and data walls showed student growth.	
<b>What evidence do you see that your practices are effective?</b>	
Student engagement in using protocols during academic discussions and as they cited evidence in writing showed growth in their classroom assignments and on the IAB. Goal setting was effective in most classes as the students posted their scores on data charts and set growth goals. The classes where teachers had students focus on goal setting and set up data walls made more growth than those that did not.	
<b>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.</b>	
We will ensure all teachers learn the importance of higher level questioning and DOK levels as they are planning lessons to provide rigorous lessons. Teachers will continue setting up data walls and goals, to track monthly RI and writing achievement.	
<b>19-20 Standards-Based Instruction Priority: Rigorous Academics in Mathematics</b>	
<b>Theory of Change:</b>	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)
<b>Related School Goal:</b>	DF3 will be -70 for African American students in grades 3-5 will read at grade level as measured by the SBAC ELA in May 2021.
<b>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.</b>	
The Swun Math curriculum was implemented for the second consecutive year in 2019-20. We began with focus on academic conversations in math to ensure students were able to explain how they solved problems. Effective questioning was a focus to ensure students were asked higher level thinking questions in reference to DOK levels. Mid year we focused on the academic discussion leading to students effectively writing high level constructed response answers.	

<b>What evidence do you see that your practices are effective?</b>	
The Swun Math preassessment were taken during the first few weeks of school. On Swun Trimester 1 assessments in mid Fall the students made 25% -50% growth from the preassessment depending on grade levels. In addition the growth on the Fall Math IAB increased by 8 points from the year before. African American boys growth increased by 23.2% from the previous year.	
<b>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.</b>	
We will continue to implement the Swun Math curriculum for 2020-21.	
<b>19-20 Conditions for Student &amp; Adult Learning Priority: Attendance</b>	
<b>Theory of Change:</b>	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
<b>Related School Goal:</b>	All African American families and students will feel engaged in school and reduce chronic absences for African American students to 10 %.
<b>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.</b>	
To improve attendance, we began the year by informing parents about the direct impact that attendance has on successful academic achievement with a Power Point presentation at our Title One Back to School Night. We shared data and discussed improvement strategies. In addition, our attendance clerk calls parents daily to excuse absences if students are ill. She also informs parents about truancy matters if students have unexcused absences. We have SART meetings each trimester and schedule SST meetings for students with chronic absences. Teachers also have class rewards for perfect attendance days. We are planning to make more school wide attendance competitions per grade level with the rewards and incentives.	
<b>What evidence do you see that your practices are effective?</b>	
The practices were not effective as chronic absences continued.	
<b>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.</b>	
We will hold more SART meetings. If students attendance does not improve after the initial SART meeting we will schedule consecutive meetings every 8-10 days to review attendance and goals with families. If attendance of these families continue to be chronically truant, then parents will be referred to the SARB process.	
<b>19-20 Conditions for English Language Learners Priority: Personalized Learning</b>	
<b>Theory of Change:</b>	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.

<b>Related School Goal:</b>	All English Learner students will improve English fluency by 5%.
<b>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.</b>	
We provided specific ELD instruction to our students based on ELPAC data. The pull out program was daily with goals set for each students. Students were engaged in daily academic discussions and teachers were taught to use ELD strategies such as visuals, prompts, sentence starters, wait time and circling back to students if they pass when called on.	
<b>What evidence do you see that your practices are effective?</b>	
We had some students who reclassified. Our newcomer students made growth in learning English skills and were able to participate more in classrooms. PD sessions for teachers, observation and feedback to teachers and prioritizing to ELD strategies in all classrooms were effective practices.	
<b>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.</b>	
The TSA will continue to provide ELD support to our EL students.	
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b>	
There were no significant differences in the proposed and actual budget.	



2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Piedmont Avenue Elementary School			School ID: 146	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>				
School Priority ("Big Rock"):		Attendance		
School Theory of Change:		If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.		
Related Goal(s):		All students build relationships to feel connected and engaged in learning.		
Students to be served by these actions:		All Students		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

1-1	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Students who are performing far below grade level in Reading will be provided an SST to support families with attendance issues and considered these students for Reading Partners and/or After School Program. We will also provide mental services through the Ann Martin Wellness Center to qualified students and families. We will extend learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth.</p>	<p>Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p> <p>Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle pl</p>	<p>Student will attend school regularly and arrive to school on time to reduce the 14% chronic absence rate to 9%.</p>	
-----	---	--	--	--

1-2	<p>Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities.</p> <p>Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.</p>	<p>Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community "O5: Network Leadership strengthens and monitors principal knowledge around effective professional learning practices and ensures time is devoted to evidence based collaborative learning.</p>	<p>Teachers will assist with attendance data and encouraging students and families to arrive to school on time</p>	
1-3	<p>Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>Network Leadership monitors scheduling and effectiveness of school community engagement</p>	<p>School wide attendance competitions that increase student attendance.</p>	
1-4	<p>Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.</p>	<p>Low performing students show academic growth.</p>	

1-5	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.			
-----	--	--	--	--

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

<b>School Priority ("Big Rock"):</b>	Rigorous Academics in Mathematics			
<b>School Theory of Change:</b>	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			
<b>Related Goal(s):</b>	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.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

2-1	<p>Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p> <p>(e.g. learning walks, gallery walks, videos, book study)</p> <p>Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly.</p>	<p>Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. O1: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices</p>	<p>Professional development feedback, observations of student engagement in learning, student data, progress and growth.</p>	<p>TSA to support math instruction.</p>
2-2	<p>Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p> <p>Teachers will use Math Centers to differentiate math instruction, with a focus on GATE students.</p>	<p>Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community. "O2: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST) "</p>	<p>Student growth; Reteach lessons; Small group rotation as observed in classrooms,</p>	

2-3	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Principal and Leadership team will provide professional development in goals setting and provide time professional learning community time for teachers to review student goals and progress during each cycle. O3: Network Leadership monitors scheduling and effectiveness of school community engagement	Evidence of goal setting, conferring trackers, student progress.	
-----	---	---	--	--

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

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

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

<i>District Strategy:</i> Building <b>CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b>				
<b>School Priority ("Big Rock"):</b>	100% of K-2 Teachers will attend Professional Development and learn to implement SIPPS and other grade level programs.			
<b>School Theory of Change:</b>	If teachers participate in SIPPS Training and learn to teach foundational sounds, segmentation and reading skills, then students in Kindergarten will have the basis to build excellent reading skills.			
<b>Related Goal(s):</b>	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.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?



4-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning  Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.	Effective Teaching practices observed weekly. Student growth on academic assessments.	Parent Education Books
4-2			Teachers implement learning from professional development in their classroom practice by providing rigorous high quality instruction and small group differentiated instruction to help students meet their personal learning goals by SIPP's implementation; phonics, teachers analyzing SIPP's and iready data.	
4-3				
4-4				
4-5				
4-6				
4-7				
4-8				

#### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	Reclassification of English Language Learners
--------------------------------------	---

<b>School Theory of Change:</b>	If we provide explicit and systematic English Language Development with personalized learning ELs will improve performance on RI and ELPAC. In addition support will be give to teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.			
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. In all grades we will differentiate Language Arts instruction for our English Language Learners, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction with us of the RAZ Kids and the Lexia Online reading programs.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning focused on the data of EL focal students.	Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.	Field Trips

5-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	Principal and Leadership Team	Network Leadership strengthens, models and monitors the knowledge and skills of principals and leadership teams regarding evidence based differentiation practices and teacher feedback	
5-3	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 and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Network Leadership builds capacity of principals to lead cycles of inquiry; monitors execution of data-driven instruction, and disseminates proven practices across network schools	
5-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans	

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number:** 146

**School:** Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Extended learning focused on supporting the academic development of students who are below grade level.	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. In all grades we will differentiate Language Arts instruction for our English Language Learners, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction with us of the RAZ Kids and the Lexia Online reading programs.	146-1
Noon Supervisor to support student safety	\$8,858	General Purpose Discretionary	2905	Other Classified Salaries	2549	Noon Supervisor	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	146-2
TSA to support new teachers, ELD program, assessments, Swun Math and professional development.	\$47,682	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	108	10-Month Classroom TSA	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities. Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	146-3
Supplies for students and office	\$5,664	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-4

Meeting refreshments for teachers	\$1,500	General Purpose Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities. Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	146-5
Copier for the office	\$6,425	General Purpose Discretionary	4425	Duplicating Equip < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. O3: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices. Parent education sessions will be given to give low income families strategies to support reading growth in the home.	146-6
STIP Sub provide additional prep for teacher planning and provide computer classes to all grade levels.	\$74,968	LCFF Supplemental	1105	Certificated Teachers' Salaries	6597	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	146-7
Stipends for additional meetings such as data summits; utoring of low performing students.	\$6,295	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	146-8
Substitutes for two teachers who will be on maternity leave; testing.	\$12,540	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Teachers will use Math Centers to differentiate math instruction, with a focus on GATE students.	146-9

Books for classroom libraries.	\$3,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-10
Materials and supplies for student learning.	\$11,071	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	146-11
AAMA Facilitator to support the SEL and academic growth of African American males.	\$23,091	LCFF Supplemental	5733	Manhood Development Program, AAMA Facilitator	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-12
Swun Math, HERO Program to support SEL and RJ	\$35,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. O3: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices. Parent education sessions will be given to give low income families strategies to support reading growth in the home.	146-13
African Dance/Storytelling and other multicultural presentations	\$8,000	LCFF Supplemental	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-14
Field Trips	\$671	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-15
Online learning licenses, ie. ST Math, Lexia, Razkids	\$5,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-16

TSA to support new teachers, ELD program, assessments, Swun Math and professional development.	\$71,523	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	108	10-Month Classroom TSA	0.60	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities. Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	146-17
Materials and supplies for student learning.	\$2,648	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. O1: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices	146-18
Chromebooks	\$5,083	Title I: Basic	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 differentiate instruction for all students, based on evidence, regardless of current level of achievement especially for "Low-Performing" students.	146-19
Field Trip Busses	\$10,000	Title I: Basic	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.  (e.g. learning walks, gallery walks, videos, book study) Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly.	146-20

Parent Education books for training.	\$1,928	Title I: Parent Participation	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	146-21
Technology ( additional headphones, projectors, chromebooks)	\$6,025	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-22





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

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Piedmont Avenue Elementary School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

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

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

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

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

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

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

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

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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



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

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

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

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

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

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

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

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

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

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

#### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

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

**Adoption**

This policy was adopted by the Piedmont Avenue School Site Council on September 16, 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.**

Zarina Ahmad  
**Name of Principal**

  
**Signature of Principal**

**Date September 16, 2019**

*Please attach the School-Parent Compact to this document.*



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

## **School-Parent Compact**

### **Piedmont Avenue 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.**
  - Provide math instruction that develops critical thinking, procedural and conceptual skills. Focus on learning basic facts; academic discussions and problem solving in multiple ways.
  - Provide ELA instruction with a focus on writing with citing evidence.
  - NGSS Science class with hands on learning.
  - Technology skills used cross content curriculum.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - The first parent-teacher conference week will be November 19-22. Parents will be given the opportunity to meet with each child's teacher privately to discuss student progress. We will have additional minimum days during this time.
  - The second parent-teacher conference week will be March 23-26. Parents will be given the opportunity to meet with each child's teacher to discuss student progress. We will have additional minimum days during this time.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - Teachers will communicate with parents via email, Class Dojo or phone calls to give updates about students progress.
  - Report Cards will be given at three times in the year.



- District assessment data will be reflected in the report cards.
- 4) Provide parents reasonable access to staff.**
- Parents can request additional conferences with teachers. In addition, each teacher has a weekly conference/preparation periods in which can be devoted to parent conferences.
  - Teacher may provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.
  -
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- Parents/guardians are welcome to visit classrooms as we will have an open door policy to visits. Please check in at the office to receive a visitor's pass.
  - All parents are invited to volunteer and participate in PTA sponsored and all other school wide events.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- All parents will be invited to attend parent education sessions to learn how to help students with academic achievement on October 16, 2019 and January 29, 2020 at 5:30pm.
  - All parents are invited to the Literacy Night led by our after school program.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- All teachers and staff members will have professional development about the importance of communicating with parents and how to welcome and engage them into the school environment.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- School robocalls, email and text blast in addition to a monthly bulletin sent home in back packs will be used to communicate with family members about school events.
  - Parents can request information to be translated into additional languages.
  - Parents can request translation services for meetings.

### **Teacher Responsibilities**

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student

- Provide a safe, positive and healthy learning environment

**Parent Responsibilities**

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

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

**Student Responsibilities**

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

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

This Compact was adopted by the Piedmont Avenue Elementary on September 16, 2019 and will be in effect for the period of the 2019-20 school year.

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

**Signature of Principal**



**Date September 16, 2019**



**2019-2020**

**School Site Council Membership Roster – Elementary**

School Name: **Piedmont**

**Chairperson : Gregvin Lewis**

**Vice Chairperson: Mareme Samb**

**Secretary: Mareme Samb**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Zarina Ahmad	x			
Connie Terrell			x	
Roxana Miles		x		
Gregvin Lewis		x		
Kathleen Hutchinson		x		
Christen Soares				x
Jack Nagle				x
Mareme Samb				x
Shamonica Clark				x
Zerita Sharp				x

Meeting Schedule  
(day/month/time)

**2nd Tuesday of the Month**

**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