OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 9, 2023

Subject   2023-2024 School Plan for Student Achievement (SPSA) for Allendale Elementary School

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Ask of the Board   Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
● Title IV, Parts A and B
● After School Education and Safety (ASES)

Attachment(s)   ● 2023-2024 School Plan for Student Achievement (SPSA) for Allendale Elementary School

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2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

[X] Title I Schoolwide Program	[X] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

        Date(s) plan was approved: _____ **6/14/2023**

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

[x] Flyers in students' home languages   [x] Announcement at a public meeting   [x] Other (notices, ParentSquare blasts, etc.)

Signatures:
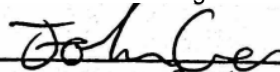
Ronald Towns		6/14/2023
Principal	Signature	Date
John Capuchino		6/14/2023
SSC Chairperson	Signature	Date
Leroy Gaines		6/19/2023
Network Superintendent	Signature	Date
Lisa Spielman		6/16/23
Director, Strategic Resource Planning	Signature	Date

2023-2024 School Plan for Student Achievement (SPSA)

School: **Allendale Elementary School**

CDS Code: 1612596001630

Principal: Ronald Towns

Date of this revision: 6/14/20

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: Ronald Towns	**Position:**	Principal
Address: 3670 Penniman Avenue	**Telephone:**	510-535-2812
Oakland, CA 94619	**Email:**	ronald.towns@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 6/14/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT

Kyla Johnson-Trammell, Superintendent

Mike Hutchinson, Board President

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/3/2023	Teaching Staff	Teaching staff reviewed our mid-year literacy data. During the meeting, we analyzed how Kindergarteners performed on letter naming, how students in Grades 1 - 5 performed on phonics assessments, and how students in Grades 1 - 5 performed on the iReady assessment, an assessment we give to determine student performance within 6 domains of literacy. After reviewing the data, each grade level team set goals for student literacy achievement and made plans for how we meet them.
1/10/2023	School Site Council	Principal Ronald Towns shared our school's attendance and academic data with our School Site Council. School Site Council consists of a representative group of staff, teachers and families. After analyzing the data, the group discussed how we spend Title I Student dollars to address the student needs that arose from the data.
1/31/2023	Lead Team Meeting	Allendale's Leadership Team (Principal, CSM, Office Manager and TSA) met to review data aligned to priorities.

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

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

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

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$135,710.00
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	$685,437.86

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)	$124,125	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$21,120	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$3,310	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$266,115	TBD
21st Century Community Learning Centers (Title IV #4124)	$0	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$8,275	TBD	After School Education and Safety Program (ASES #6010)	$131,246	TBD
Comprehensive Support and Improvement (CSI #3182)	$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0	TBD
			Measure G Library Support (Measure G #9334)	$0	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$135,710.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$549,727.86**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$685,437.86**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2023-24 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 strive to provide students with equitable instruction that gives them access to read, write and compute independently because we firmly believe that all students deserve an education that inspires them to follow their dreams, and gives them the tools to be able to do so. To do this, we have various opportunities for teachers to engage in meaningful professional learning opportunities.

School Mission and Vision

Vision for Students
At Allendale...our Tigers R.O.A.R.

At Allendale, we ensure that our graduates have the academic and social-emotional skills and mindsets to be successful in middle school. As a team, we know we have an opportunity to leverage the many strengths that our community, families and students bring.
Our primary focus as a team of adults working in our community is to ensure that Allendale students leave our school with the following:
Demonstrated mastery of Common Core and NGSS standards as evidenced by performance on benchmark and summative assessments (e.g., iReady, FOSS, SBAC and CAST)
Being reclassified from English Learner to English-Proficient/Fluent as evidenced by ELPAC and RI
Strong self-regulation skills, knowing that when they face personal and academic challenges, they have strategies to overcome them
Prosocial skills to build healthy relationships with peers and adults
Families have a lot to offer to ensure their learners are engaged. Through parent workshops and relationships, we seek to learn about their children's strengths and provide families with tools to engage their children at home.

Vision for Instructional Practice
To get our students there, adults, regardless of their role, must possess a series of knowledge, skills and habits. To that end, adults, regardless of their role, must have skills to build relationships with all students, families and colleagues. Adults, who work in classrooms, must have skills to do the following:
Cultivating an instructional space that is warm and affirming.
Explicitly teach the values of: Perseverance, Respect, Responsibility, and Integrity
Use understanding by design framework to plan instructional sequences that align to standards
Employ a number of instructional strategies for their discipline that engage all learners, provide multiple opportunities for practice, and check for understanding regularly
Collect, analyze and respond to data from classroom, benchmark, and end of year assessments to improve student mastery towards standards

Adults, who are in non-classroom roles, must also have skills to intervene when students are not meeting standards. This may include, but is not limited to the following:
Analyze attendance, behavior and academic data to identify students for Tier 2 and Tier 3 supports
Deliver a variety of Tier 2 and 3 supports directly to students and coach teachers on how to do the same
Communicate and troubleshoot with families

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.0%	48.0%	43.3%	11.7%	2.2%	0.0%	95.3%	15.1%

% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
24.9%	3.6%	43.9%	12.0%	2.8%	1.7%	0.0%	4.5%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness:	By the end of SY23-24, all Allendale 2nd graders are reading at grade level as evidenced by the percentage of students who have passed all SIPPS Beginning, Extension, Extension Review Mastery Tests, making them ready for SIPPS Challenge by the start of 3rd grade. By the end of SY23-24, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA/Math and IAB assessments.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	19.0%	13.0%	*not available until Fall 2023*	30.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	26.4%	15.9%	*not available until Fall 2023*	45.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	22.2%	20.0%	*not available until Fall 2023*	45.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-93.3	n/a	-85.4	*not available until Fall 2023*	-45.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	7.1%	6.0%	*not available until Fall 2023*	30.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-88.6	n/a	-99.4	*not available until Fall 2023*	-45.0

i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	5.4%	*not available until Fall 2023*	50.0%
CAST (Science) at or above Standard	All Students	3.8%	n/a	4.4%	*not available until Fall 2023*	10.0%

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

School Goal for Targeted Supports for Focal Student Groups: By the end of SY23-24, 15% of Allendale English Learners will reclassify as evidenced by ELPAC results.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-145.8	n/a	-104.8	*not available until Fall 2023*	-100.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-113.8	n/a	-105.2	*not available until Fall 2023*	-65.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	6.7%	9.5%	*not available until Fall 2023*	30.0%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-139.6	n/a	-113.8	*not available until Fall 2023*	-100.0
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-96.8	n/a	-106.7	*not available until Fall 2023*	-50.0

Reclassification Measures & Annual Targets
Complete Part 1 of ELD Reflection

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	0.0%	1.4%	2.4%	*not available until Fall 2023*	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	n/a	*not available until Fall 2023*	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement: Through Tier 1 and Tier 2 attendance interventions with students and families, Allendale will reduce chronic absenteeism to 20%.						
Measure	**Target Student Group**	**2019-20 Baseline**	**2020-21 Outcome**	**2021-22 Outcome**	**2022-23 Outcome**	**2023-24 Target**
Student Connectedness to School	All Students	74.4%	89.2%	70.7%	*not available until Fall 2023*	90.0%
Out-of-School Suspensions	All Students	0.0%	n/a	2.2%	*not available until Fall 2023*	1.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	2.2%	*not available until Fall 2023*	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	2.2%	*not available until Fall 2023*	1.0%
Chronic Absenteeism	All Students	19.4%	37.2%	63.0%	*not available until Fall 2023*	20%
Chronic Absenteeism	African American Students	32.4%	54.6%	73.6%	*not available until Fall 2023*	20.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: Through support for our teaching staff Allendale will retain 80% of our staff at the end of the 2023-24 school year.						
Measure	**Target Student Group**	**2019-20 Baseline**	**2020-21 Outcome**	**2021-22 Outcome**	**2022-23 Outcome**	**2023-24 Target**
One-Year School Teacher Retention Rate	All Teachers	87.5%	73.1%	70.3%	*not available until Fall 2023*	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College, Career & Community Readiness	Of the areas listed in our goal (Foundational Literacy, ELA and Math), Allendale has shown strength in Foundational Literacy. Of our 46 Kindergarten students, 29 have mastered all of their letters and an additional 7 have mastered 20 or more of their letters. We still provide individualized and small group instruction on letter identification for the remaining 10 students that have yet to master their letters. Among our 1st and 2nd grade students, Allendale has more students accelerating in their reading progress when compared to last year. According to our mid-year iReady results in Reading, none of our 3rd - 5th graders need support with phonological awareness.	One of the main root causes for student improvement in foundational literacy skills is that Allendale's master schedule allows for students to receive letter identification and SIPPS instruction in small groups 3 - 5 times/week. In addition to teachers, Allendale leverages its Early Literacy Tutors, Case Manager, Americorps Vista, STIP Substitutes, and Enrichment teachers to provide small group literacy instruction. Allendale's TSA consistently monitors SIPPS Mastery Test results. She then guides support staff in using Wednesdays to pull students individually and in small groups to work on phonics skills missed on their last Mastery Test.
LCAP Goal 2: Focal Student Group Supports	Allendale has seen a 1-point percentage increase in our reclassification rate from SY21-22 to SY22-23. After Winter and Spring reclassification, we predict that a higher percentage of students will also re-classify. More importantly, we are laying the foundation for re-classifying more students long-term. As a school, we are focusing more on writing, the section of the ELPAC that prevents most students from re-classifying. We have built a PD cycle around teaching the writing process to students and will deepen our capacity as a staff to do this work next year.	A root cause is that Allendale has focused more on writing during weekly PDs. We have also done some intentional ELD support through pull-out groups.

LCAP Goal 3: Student & Family Engagement	At the conclusion of SY21-22, 63% of Allendale students were chronically absent. As of now during the current school year, 51.2% of students are chronically absent. Accordingly, we have reduced chronic absenteeism by 12 percentage points.	Allendale has started to adopt a comprehensive attendance strategy. First, we have assembled an Attendance Team consistenting of the school's Principal, Community Schools Manager, Case Manager, Attendance Specialist, and Americorps Vista. The team meets weekly to review attendance data and problem solve student attendance challenges. Second, we have adopted three Tier 1 Attendance strategies--Movie Nights, Class Field Trips for 4th/5th grade students and Extended Recess to incentivize attendance.
LCAP Goal 4: Staff Supports	Despite the challenges of returning to school from virtual learning, Allendale retained all of its TK - 4th grade teachers from SY21-22 to SY22-23. Multiple staff members and district officials have shared that the school "feels better" than it did at this time last year.	Some of the root causes include intentional relationship-building between leadership and staff, and attempts from leadership to build a team around a collective vision around improving student academics. Another root cause is the intentionality to attending to staff wellness, including happy hours, Staff Wellness and Appreciation weeks.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
LCAP Goal 1: College, Career & Community Readiness	According to Allendale's mid-year iReady data, between 74 and 89% of students within a grade level are below grade level in reading comprehension. In addition, upper grades teachers report that too many students do not have the reading comprehension skills to understand what they are reading.	When we walk into classrooms, teachers are not modeling (or explicitly teaching) the skills that they want students to have. Instead, teachers are giving students the tasks in the curriculum, without necessarily showing students the skills they need to complete the tasks.
LCAP Goal 2: Focal Student Group Supports	According to 2021-22 ELPAC results, 77.2% of ELL students performed at a Level 1 or 2 on the Written Language portions (Reading/Writing) of the assessment. Students, who perform at these levels, do not meet criteria for reclassification.	One of the main root causes is the absence of a writing curriculum in the lower grades. While we have adopted EL Education, there are not lessons to teach students writing skills.

LCAP Goal 3: Student & Family Engagement	While we have reduced chronic absenteeism, our absenteeism rate is entirely too high. As an elementary school, we recognize that we need to think through how to reach families and partner with them to improve student attendance overall. Here are the questions we seek to answer: (1) What are the main reasons of why our chronically absent students are not attending school? (2) Do parents see and understand the impact that attendance has on a child's education? (3) In our context, how can teachers follow up with families of chronically absent students?	The root causes lie in the answers to the following questions. We need to spend the spring term seeking answers to these questions as a school. (1) What are the main reasons of why our chronically absent students are not attending school? (2) Do parents see and understand the impact that attendance has on a child's education? (3) In our context, how can teachers follow up with families of chronically absent students? Another root cause is not having a comprehensive Tier 1 plan for attendance improvement. We rely on Tier 2 and 3 interventions to drive attendance efforts.
LCAP Goal 4: Staff Supports	There are 2 challenges that we currently face within this area: (1) Teaching staff feeling like they are growing as a professional, and (2) Classified staff receiving professional learning opportunities	One root cause is that weekly PD has mostly focused on planning and analyzing data/student work. While that has been beneficial and a need, we need to use more time to learn actual instructional strategies to improve student learning. The second root cause is that there aren't formal opportunities for classified staff to improve in their role or receive feedback.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Allendale Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

In the space below, I describe overall implementation of current SPSA strategies and actions by school priority.

1.) Conditions for Student Learning - Building SEL Skills in Students

Theory of Action:

Here is Allendale's current theory of action: If we: (1) adopt and teach a social-emotional learning curriculum schoolwide; (2) train all teachers in the curriculum and provide targeted, follow-up coaching during the school year; (3) strengthen the following processes: COST, referrals for individual counseling and group skill-building for Tier 3 students, then:

(a) all students will report feeling safe at school as evidenced by CHKS data;

(b) we will reduce the number of suspensions associated with acts of physical violence, and

(c) we will reduce the number of student and family reports of bullying as evidenced by internal surveys.

Reflection: Allendale has strengthened its COST referral and response processes. The COST Team meets weekly. During these meetings, the COST Team reviews new referrals and discusses students, who might not have a referral, but are showing counterproductive behaviors of concern. Together, the team reviews observational and quantitative data to identify the student need. Once the student's need is developed, the student is placed in an intervention. This year, the COST team has become more sophisticated with its management of interventions. The entree of interventions currently include: self-regulation and social skill-building groups during lunch, one-on-one academic supports, individual therapy and in-classroom behavioral support. The COST Team has also improved its communication with teachers and staff that make referrals as well as its follow up on the effectiveness of interventions. As a result, we have seen a reduction of suspensions among students referred to COST and general improvement in school culture as reported by staff.

Our next layer of work is implementation of the SEL curriculum. During the fall semester, we spent time attending to the SEL needs of adults. While

this leadership move is consistent with the research on leading SEL efforts in schools, it is now time to roll out the SEL curriculum to students.

2.) Improving Student Learning in Math

Theory of Action:

Here is Allendale's current theory of action: If we: (a) hold an initial PD training for teachers on the adopted math curriculum for OUSD;

(b) provide PD and PLC time for completing tasks to understand the rigor of the standards (content) and refine teaching practices; (c) provide classroom coaching to teachers on implementation, then students will show mastery of math standards as evidenced by proficiency on End of Unit assessments, iReady Standards Mastery, and the SBAC Math Assessment. For SDC students, students will show progress towards their IEP Math goals."

Reflection: Allendale has made significant strides in setting up systems and structures to improve student learning in mathematics. During the SY21-22, there was no regular PLC structure. During Fall 2022, however, PLC meetings occured weekly and were facilitated by Allendale's Principal and Instructional Coach.

During PLC meetings, the Principal and Instructional Coach guided teachers through taking the end of module assessments to understand the demands of math standards, go through a process of anticipating student misconceptions in advance, and teaching each component of the Eureka Math Squared curriculum.

During Semester 2, Allendale is providing more indivdidualed professional learning for teachers. Every 2 weeks, each teacher participates in a PLC with their grade level team and a 1-on-1 coaching meeting with eith***er the Principal or Instructional Coach.***

Now that PLC and coaching systems have been established, our next layer of work is to strengthen them by using those touchpoints with teachers

to facilitate their learning of instructional practices that promote student math comprehension and checking for student understanding. Among our

upper grade teacher teams, there is also a need to build teacher knowledge of math content. We will do that by continuing to use PLC and coaching mee***tings to complete math tasks.***

3.) Improving Student Learning in Literacy

Theory of Action:

Here is Allendale's current theory of action: If we: (a) identify the Common Core "power standards" and foundational literacy skills that students should master by the end of each grade level; (b) identify the key tasks through which students will demonstrate mastery; (c) align our daily schedule to ensure all students participate in Language Dives and Labs/All Block; (d) provide classroom coaching to teachers on implementation, then students will show mastery of ELA standards and foundational literacy skills as evidenced by proficiency on End of Unit assessments, iReady Standards Mastery, the SBAC ELA Assessment, and SIPPS Progress Reports. For SDC students, students will show progress towards their IEP Literacy goals.

Reflection: Like math, Allendale has made significant strides in setting up systems and structures to improve student learning in literacy. In the case of early literacy, all students

in Grades K - 2 receive SIPPS instruction 4-5 times/week while struggling readers in Grades 3 - 5 receive SIPPS instruction between 3 and 5 times/week. During Fall 2022, PD Time was used for teachers to unpack EL Education assessments to understand what the standards require. Our daily schedule allows for all 3rd - 5th grade students to participate

in All Block on a daily basis. As described above for math, we have also created PLC and coaching meeting structures to facilitate instructional improvement in literacy.

While Allendale has done a lot of work to address foundational literacy, we need to continue that work while turning our attention to improving student reading comprehension and writing. During weekly Professional Development, we must use time to improve our capacity to use various instructional strategies (e.g., thinkalouds) to improve student reading comprehension and writing. In the lower grades, we must focus on teaching the writing process to students and the mechanics of how to write.

4.) Conditions for Adult Learning

Theory of Action:

Here is Allendale's current theory of action: If (a) all staff members find a personal connection with the school mission, vision and core values; (b) all staff members

engage in processes for creating adult working norms for communication, collaboration, and conflict resolution;

(c) all staff members have regular time to collaborate in their professional teams, and (d) receive professional

development to build their skills to improve instruction and the student experience, then all staff will report that they have grown their professional knowledge and skills and Allendale will retain a high-quality staff.

Reflection: We have executed all components of this theory of action for teaching staff. We have yet to do this work for "out of classrom" staff.

Our next layer of work is to ensure "out of classroom" staff have professional learning opportunities and to improve our culture of collaboration between teaching and

non-teaching staff.

5.) Increase school connectedness with Black families

6.) Reclassification of English Language Learners/Improving English Skills of newcomer students

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

Allendale has strengthened its COST referral and response processes. The COST Team meets weekly. During these meetings, the COST Team reviews new referrals and discusses students, who might not have a referral, but are showing counterproductive behaviors of concern. Together, the team reviews observational and quantitative data to identify the student need. Once the student's need is developed, the student is placed in an intervention. This year, the COST team has become more sophisticated with its management of interventions. The entree of interventions currently include: self-regulation and social skill-building groups during lunch, one-on-one academic supports, individual therapy and in-classroom behavioral support. The COST Team has also improved its communication with teachers and staff that make referrals as well as its follow up on the effectiveness of interventions. As a result, we have seen a reduction of suspensions among students referred to COST and general improvement in school culture as reported by staff.

Allendale has made significant strides in setting up systems and structures to improve student learning in mathematics. During the SY21-22, there was no regular PLC structure. During Fall 2022, however, PLC meetings occured weekly and were facilitated by Allendale's Principal and Instructional Coach.
During PLC meetings, the Principal and Instructional Coach guided teachers through taking the end of module assessments to understand the demands of math standards, go through a process of anticipating student misconceptions in advance, and teaching each component of the Eureka Math Squared curriculum.
During Semester 2, Allendale is providing more indivdidualed professional learning for teachers. Every 2 weeks, each teacher participates in a PLC with their grade level team and a 1-on-1 coaching meeting with either the Principal or Instructional Coach.

Like math, Allendale has made significant strides in setting up systems and structures to improve student learning in literacy. In the case of early literacy, all students
in Grades K - 2 receive SIPPS instruction 4-5 times/week while struggling readers in Grades 3 - 5 receive SIPPS instruction between 3 and 5 times/week.
During Fall 2022, PD Time was used for teachers to unpack EL Education assessments to understand what the standards require. Our daily schedule allows for all 3rd - 5th grade students to participate
in All Block on a daily basis. As described above for math, we have also created PLC and coaching meeting structures to facilitate instructional improvement in literacy.

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

1.) Our next layer of work is implementation of the SEL curriculum. During the fall semester, we spent time attending to the SEL needs of adults. While this leadership move is consistent with the research on leading SEL efforts in schools, it is now time to roll out the SEL curriculum to students.

2.) Now that PLC and coaching systems have been established, our next layer of work is to strengthen them by using those touchpoints with teachers to facilitate their learning of instructional practices that promote student math comprehension and checking for student understanding. Among our upper grade teacher teams, there is also a need to build teacher knowledge of math content. We will do that by continuing to use PLC and coaching meetings to complete math tasks.

3.) While Allendale has done a lot of work to address foundational literacy, we need to continue that work while turning our attention to improving student reading
comprehension and writing. During weekly Professional Development, we must use time to improve our capacity to use various instructional strategies (e.g., thinkalouds) to improve student reading comprehension and writing. In the lower grades, we must focus on teaching the writing process to students and the mechanics of how to write.

4.) Our next layer of work is to ensure "out of classroom" staff have professional learning opportunities and to improve our culture of collaboration between teaching and
non-teaching staff.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working/not working? Why? *(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)*	Based on this evaluation, what will you change, continue, or discontinue? Why?
Community School Manager	Student Connectedness to School	CSM Roles and Responsibilities	The CSM role is critical to ensuring we are engaging families and struggling students in schools. Due to the CSM's work, suspensions among our highest needs has decreased significantly among our Tier 3 students. While, on average, these 8 students were suspended weekly last year, they have each only been suspended 7 or less times this year.While we will retain the position, Principal Ron Towns will coach the school's CSM to build his systems leadership skills to ensure he is has maximum impact.	While Allendale will continue using Title I funding to pay for a portion of the CSM salary, we will reduce the amount of FTE we cover with Title 1 funds from FTE 0.45 to FTE 0.35.

Lincoln Family Services Contract	Student Connectedness to School	Lincoln Family Services provides the following to Allendale students: individual mental health services, in-classroom behavior support, and small group social skill building.	As a result of Lincoln's services, based on observation we have seen a reduction in the number of suspensions among students who are referred for services.	Unfortunately, Lincoln Family Services did not receive a contract to continue at Allendale past the current school year. As a result, we will be assigned a new mental health service provider called A Better Way.
Unallocated	i-Ready Math at or above Mid-Grade	These funds have been used to support a newly-launched afterschool, math tutoring program. The program targets 1st - 3rd graders, who need additional math support.	We will begin this program on Tuesday, February 14, 2023. After a few months of implementation, I will be able to explain what is and is not working.	We will begin this program on Monday, February 6, 2023. After a few months of implementation, I will be able to explain what is and is not working.
Unallocated	Chronic Absenteeism	These funds will be used to combat chronic absenteeism. With these funds, Allendale will offer field trips to 4th and 5th grade students to promote strong attendance, academic performance, and behavior.	We have just started this program, so I am unable to share what is working and what is not working. After a few months of implementation, I will be able to explain what is and is not working.	We have just started this program, so I am unable to share what is working and what is not working. After a few months of implementation, I will be able to explain what is and is not working.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

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

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

School Priority:	By the end of SY23-24, all Allendale 2nd graders are reading at grade level as evidenced by the percentage of students who have passed all SIPPS Beginning, Extension, Extension Review Mastery Tests, making them ready for SIPPS Challenge by the start of 3rd grade. By the end of SY23-24, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA/Math and IAB assessments.
School Theory of Change:	If we continue to: (a) design our master schedule to allow for SIPPS instruction to occur 4 - 5 times/week; (b) use Mastery Tests to monitor student progress towards meeting phonics/phonological awareness goals, and (c) provide targeted re-teaching, then all lower grades students will be ready for SIPPS Challenge by 3rd. grade. If we use weekly Professional Development and bi-weekly coaching meetings to deepen teacher capacity to explicitly teach reading comprehension and writing skills to students, then students will improve their performance on iReady ELA/Math and IAB assessments.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	SIPPS Teachers effectively teach each component of the SIPPS lessons and follow pacing guides	TSA creates and monitors SIPPS pacing and Mastery Test administration	Pacing guides that show calendar for SIPPS lessons Walkthroughs OUSD Data Early Literacy Database		Tier 1

1-2	Summer school teachers deliver SIPPS Instruction for students who are selected based on reading levels at the end of SY22-23	Host Summer '23 Summer School for focal 2nd grade and 3rd grade students that are "off track" from meeting goal Secure funding for Summer School, teachers, etc.	Summer school rosters		Tier 2
1-3	SIPPS Teachers administer Mastery Tests, analyze results, and make plans to re-teach on Wednesdays	TSA engages SIPPS instructors in conversations about SIPPS Mastery Test data and supports making re-teaching plans (during PD)	Meeting agendas Data Analysis Templates		
1-4	Teachers analyze Incorrect/ correct Items spreadsheet that lists the sight words that students missed	Host Tiger Townhalls that include sight word olympics, where select students practice the sight words that they missed on the SIPPS Mastery Tests	Meeting agendas Data Analysis Templates		Tier 1
1-5	Teachers identify the key reading comprehension and writing skills that students need in each module of EL Education. Grade-level PLCs identify the key writing expectations for each grade level, regarding writing conventions and vocabulary.	Principal/TSA provide time and facilitate process for teachers to identify the skills	Meeting agendas		Tier 1
1-6	Teachers write and deliver lessons that explicitly teach those reading comprehension and writing skills	Principal/TSA provide professional learning supports via PD and coaching to build teacher feedback to teach these skills	Walkthroughs Agendas from PD and Coaching meetings		Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-7	Teachers read The Writing Rope over the summer to understand the science of writing.	Leaders read The Writing Rope over the summer to understand the science of writing.	Staff participation during discussion held during PD		Tier 1
1-8	Establish the ILT?	Principal and TSA lead ILT meetings to build teacher leader capacity to: (a) look at schoolwide trends around instruction, and (b) support grade-level teams with making instructional shifts	ILT Meeting Agendas Walkthroughs Student Achievement Data		Tier 1

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

School Priority:	By the end of SY23-24, 15% of Allendale English Learners will reclassify as evidenced by ELPAC results.
School Theory of Change:	If we use weekly Professional Development and bi-weekly coaching meetings to deepen teacher capacity to explicitly teach
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers identify the key reading comprehension and writing skills that students need in each module of EL Education.	Principal/TSA provide time and facilitate process for teachers to identify the skills	Meeting agendas		Tier 1
2-2	Teachers write and deliver lessons that explicitly teach those reading comprehension and writing skills	Principal/TSA provide professional learning supports via PD and coaching to build teacher feedback to teach these skills	Walkthroughs Agendas from PD and Coaching meetings		Tier 1

	Teachers use GLAD strategies (and other language supports) during EL Education units/ modules to support English Learners	Principal/TSA lead professional learning on GLAD strategies and TSA provides ideas for teachers to integrate strategies into daily reading and writing instruction			Tier 1
2-3	Teacher analyze student work/output as a result of reading comprehension and writing instruction to make adjustments to future lessons	Principal/TSA provide PLC or PD time for teachers to analyze student work	Agendas from PD and PLC Meetings		Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	Through Tier 1 and Tier 2 attendance interventions with students and families, Allendale will reduce chronic absenteeism to 20%. All students and families feel connected to school.
School Theory of Change:	If we expand our efforts as an Attendance Team by: (a) writing a multi-pronged, Tier 1 attendance that engages teachers and includes, but is not limited to, efforts to build relationships with new families, and (b) use weekly Attendance Team meetings to follow up on the Tier 1 plan, develop and follow up on Tier 2 and 3 interventions, then we will reduce chronic absenteeism to 20%. In addition, if our school's CSM and Principal follow up to ensure action steps are completed, then we will also see this change. If Allendale continues its current afterschool offerings and add student offerings, such as Flag Football, Basketball, Student Leadership, math tutoring, Robotics, then students will find their community within the school.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers join Attendance Team and contribute to a Tier 1 attendance plan.	Principal and CSM invite teachers to join Attendance Team; Principal and CSM coordinate July meeting to engage teachers and Attendance Team members in creating a multi-pronged Tier 1 plan	Meeting agendas	Through Tier 1 and Tier 2 attendance interventions with students and families, Allendale will reduce chronic absenteeism to 20%.	Tier 1
3-2	Interested teachers conduct home visits to new students (TK, Kindergarten, Preschool, and new 1st - 5th graders)	Admin Assistant buys swag to give to incoming families during visits; CSM coordinates visits, including training.	Home visit logs	Through Tier 1 and Tier 2 attendance interventions with students and families, Allendale will reduce chronic absenteeism to 20%.	Tier 1
	Host workshops at Allendale Parent Seminar Series related to making children successful at school	Get SSC to earmark Title I Parent funds for extended contracts for Allendale Parent Seminar Series Select topics and session leaders Support session leaders in delivering sessions	Allendale Parent Seminar Series agenda	Through Tier 1 and Tier 2 attendance interventions with students and families, Allendale will reduce chronic absenteeism to 20%.	Tier 1
3-3	Interested teachers attend summer student registration/ orientation; **families sign Attendance Pledge**	Principal/Admin Assistant plan Attendance presentation for Summer student registration/orientation/ ParentSquare training	Observations during orientation/registration	Through Tier 1 and Tier 2 attendance interventions with students and families, Allendale will reduce chronic absenteeism to 20%.	Tier 1

3-4	Teachers make phone calls to families for students who are late or not at school.	Principal/Admin Assistant work to get a phone in each classroom. Principal provides PD time for teachers to make phone calls	Invoices Meeting agendas		Tier 1
3-5	Staff lead afterschool activities	Principal works with Girls' Inc. to provide staffing for additional after school offering for SY23-24.	Invoices Activity schedule	By the end of SY23-24, all Allendale 2nd graders are reading at grade level as evidenced by the percentage of students who have passed all SIPPS Beginning, Extension, Extension Review Mastery Tests, making them ready for SIPPS Challenge by the start of 3rd grade. By the end of SY23-24, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA/Math and IAB assessments.	Tier 2
3-6	Parents sign students up for after school activities	Lead Team organizes family registration event, during which families can sign students up for afterschool activities Principal pre-identifies afterschool activities for Fall '23 and Spring '24	Invoices Activity schedule	Through Tier 1 and Tier 2 attendance interventions with students and families, Allendale will reduce chronic absenteeism to 20%.	Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Priority:	Through support for our teaching staff Allendale will retain 80% of our staff at the end of the 2023-24 school year.				
School Theory of Change:	If we: (a) continue to provide common planning time and opportunities for staff to build relationships with one another and feel appreciated; (b) provide paid, professional learning opportunities inside and outside of school, and (c) offer leadership opportunities to teachers, then Allendale will retain 80% of its staff.				
Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Staff leverage their common planning time to collaborate with colleagues	Principal provides staffing and master schedule needed to ensure 3 - 4 preps per week.	Master Schedule	Through support for our teaching staff Allendale will retain 80% of our staff at the end of the 2023-24 school year.	Tier 1
4-2	Staff participate in Staff Wellness week.	Principal and Staff Wellness representatives coordinate staff wellness opportunities.	Meeting agendas for staff wellness week planning	Through support for our teaching staff Allendale will retain 80% of our staff at the end of the 2023-24 school year.	Tier 1

4-3	Staff participate in these opportunities.	TSA/Principal/Admin Assistant find paid, professional learning opportunites for staff to participate in	Invoices PD Conference Sign-ups	By the end of SY23-24, all Allendale 2nd graders are reading at grade level as evidenced by the percentage of students who have passed all SIPPS Beginning, Extension, Extension Review Mastery Tests, making them ready for SIPPS Challenge by the start of 3rd grade. By the end of SY23-24, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA/Math and IAB assessments.	Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)	
School Priority:	Cultivating sense of excellence within Black student community
School Theory of Change:	If we: (a) hold after school book club for Black girls and boys around texts that emphasize Black student excellence during Literacy Block, and (b) hold listening campaign among Black families and show that we respond to their feedback about the school, then we will cultivate an increased sense of excellentce among Black students.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Staff hear results of listening campaign and identify implications	CSM hosts listening campaign and administers survey to Black families		By the end of SY23-24, all Allendale 2nd graders are reading at grade level as evidenced by the percentage of students who have passed all SIPPS Beginning, Extension, Extension Review Mastery Tests, making them ready for SIPPS Challenge by the start of 3rd grade. By the end of SY23-24, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA/Math and IAB assessments.	Tier 2

5-2	Staff facilitates book club during SY23-24	During Program Planning meeting, Principal works with Girls Inc. to allocate funding for afterschool book club (staffing and books)		By the end of SY23-24, all Allendale 2nd graders are reading at grade level as evidenced by the percentage of students who have passed all SIPPS Beginning, Extension, Extension Review Mastery Tests, making them ready for SIPPS Challenge by the start of 3rd grade. By the end of SY23-24, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA/Math and IAB assessments.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
Reference your required pre-work: [*Stages of ELD Implementation Self-Assessment*](#)	
School Priority:	By the end of SY23-24, 15% of Allendale English Learners will reclassify as evidenced by ELPAC results.
School Theory of Change:	If we use weekly Professional Development and bi-weekly coaching meetings to deepen teacher capacity to explicitly teach reading comprehension and writing skills to students and use GLAD (or language supports) strategies during instruction, then students will improve their performance on iReady ELA/Math and IAB assessments.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers identify the key reading comprehension and writing skills that students need in each module of EL Education.	Principal/TSA provide time and facilitate process for teachers to identify the skills	Meeting agendas	By the end of SY23-24, 15% of Allendale English Learners will reclassify as evidenced by ELPAC results.	Tier 1
6-2	Teachers write and deliver lessons that explicitly teach those reading comprehension and writing skills	Principal/TSA provide professional learning supports via PD and coaching to build teacher feedback to teach these skills	Walkthroughs Agendas from PD and Coaching meetings	By the end of SY23-24, 15% of Allendale English Learners will reclassify as evidenced by ELPAC results.	Tier 1
6-3	Teacher analyze student work/output as a result of reading comprehension and writing instruction to make adjustments to future lessons	Principal/TSA provide PLC or PD time for teachers to analyze student work	Agendas from PD and PLC Meetings	By the end of SY23-24, 15% of Allendale English Learners will reclassify as evidenced by ELPAC results.	Tier 1

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contract over $25K	$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	During Program Planning meeting, Principal works with Girls Inc. to allocate funding for afterschool book club (staffing and books)	101-1
Contract first $25K	$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	During Program Planning meeting, Principal works with Girls Inc. to allocate funding for afterschool book club (staffing and books)	101-2
Teacher, Structured English Immersion	$38,285	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	429	Teacher, Structured English Immersion	.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers identify the key reading comprehension and writing skills that students need in each module of EL Education. Grade-level PLCs identify the key writing expectations for each grade level, regarding writing conventions and vocabulary.	101-3
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	$27,533	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	1629	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers identify the key reading comprehension and writing skills that students need in each module of EL Education. Grade-level PLCs identify the key writing expectations for each grade level, regarding writing conventions and vocabulary.	101-4
11-Month Classroom Teacher on Special Assignment (TSA)	$32,255	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	5017	11-Month Classroom Teacher on Special Assignment (TSA)	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teacher analyze student work/output as a result of reading comprehension and writing instruction to make adjustments to future lessons	101-5
12-Month Community School Manager	$44,007	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	5160	12-Month Community School Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Principal and CSM invite teachers to join Attendance Team; Principal and CSM coordinate July meeting to engage teachers and Attendance Team members in creating a multi-pronged Tier 1 plan	101-6

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	$85,503	California Community Schools Partnership Program	2405	Clerical Salaries	9181	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Principal and CSM invite teachers to join Attendance Team; Principal and CSM coordinate July meeting to engage teachers and Attendance Team members in creating a multi-pronged Tier 1 plan	101-7
Supplies	$192,417	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Staff facilitates book club during SY23-24	101-8
ET/OT for Writing Materials	$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Teachers write and deliver lessons that explicitly teach those reading comprehension and writing skills	101-9
Writing Consultant Contract	$5,000	Educator Effectiveness Grant	5826	External Work Order Services	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Teachers write and deliver lessons that explicitly teach those reading comprehension and writing skills	101-10
STIP Teacher	$76,138	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8629	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teacher analyze student work/output as a result of reading comprehension and writing instruction to make adjustments to future lessons	101-11
Early Literacy Tutor	$32,313	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	3444	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	SIPPS Teachers effectively teach each component of the SIPPS lessons and follow pacing guides	101-12
Early Literacy Tutor	$32,613	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	5269	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	SIPPS Teachers administer Mastery Tests, analyze results, and make plans to re-teach on Wednesdays	101-13

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	$35,297	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8008	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	SIPPS Teachers administer Mastery Tests, analyze results, and make plans to re-teach on Wednesdays	101-14
Supplies	$11,620	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Principal/Admin Assistant work to get a phone in each classroom. Principal provides PD time for teachers to make phone calls	101-15
Staff Hoodies	$1,500	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Principal and Staff Wellness representatives coordinate staff wellness opportunities.	101-16
Copy Machine	$8,000	LCFF Discretionary	4420	Computer < $5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Principal and Staff Wellness representatives coordinate staff wellness opportunities.	101-17
STIP Teacher	$86,968	LCFF Supplemental	1105	Certificated Teachers' Salaries	9231	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	SIPPS Teachers effectively teach each component of the SIPPS lessons and follow pacing guides	101-18
11-Month Classroom Teacher on Special Assignment (TSA)	$129,020	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	5017	11-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers write and deliver lessons that explicitly teach those reading comprehension and writing skills	101-19
Hero Program	$50,127	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Principal works with Girls' Inc. to provide staffing for additional after school offering for SY23-24.	101-20

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	$88,076	Measure G, Library Support	2205	Classified Support Salaries	9339	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers write and deliver lessons that explicitly teach those reading comprehension and writing skills	101-21
Materials for Preschool	$11,200	Preschool Support Budget	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers identify the key reading comprehension and writing skills that students need in each module of EL Education.	101-22
Early Literacy Tutor	$4,616	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3444	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	SIPPS Teachers effectively teach each component of the SIPPS lessons and follow pacing guides	101-23
Early Literacy Tutor	$4,659	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	5269	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	SIPPS Teachers effectively teach each component of the SIPPS lessons and follow pacing guides	101-24
Early Literacy Tutor	$5,042	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8008	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	SIPPS Teachers effectively teach each component of the SIPPS lessons and follow pacing guides	101-25
Early Literacy Tutor	$33,680	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7978	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	SIPPS Teachers effectively teach each component of the SIPPS lessons and follow pacing guides	101-26
To be allocated in Fall 2023.	$3,310	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	101-27

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
ET/OT Math Program	$10,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Staff lead afterschool activities	101-28
Attendance Specialist, Bilingual	$35,228	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3322	Attendance Specialist, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Principal and CSM invite teachers to join Attendance Team; Principal and CSM coordinate July meeting to engage teachers and Attendance Team members in creating a multi-pronged Tier 1 plan	101-29
12-Month Community School Manager	$61,610	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	5160	12-Month Community School Manager	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	CSM hosts listening campaign and administers survey to Black families	101-30
To be allocated in Fall 2023.	$2,287	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	101-31
Contract- A Better Way	$15,000	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Principal and Staff Wellness representatives coordinate staff wellness opportunities.	101-32
Heros Contract	$8,275	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Principal and Staff Wellness representatives coordinate staff wellness opportunities.	101-33
Early Literacy Tutor	$33,680	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	7978	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers identify the key reading comprehension and writing skills that students need in each module of EL Education.	101-34

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

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, Parent Square, 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

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

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption
This policy was jointly developed and adopted by the Allendale Elementary School on September 30, 2022 and will be in effect for the period August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 30, 2022 of the current school year.

Ronald Towns   *Ronald Towns*

Name of Principal   **Signature of Principal**

Date 10/13/2022

Please attach the School-Parent Compact to this document.

School-Parent Compact

Allendale Elementary

2022-23

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 2022-23 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.**
   - 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
   - Teachers will utilize individualized and small group instruction for all students to advance academic achievement and address missed learning
   - Teachers will utilize culturally responsive, standards based curriculum individualize, differentiate, and create rigorous and engaging learning opportunities and environments.   Examples of curriculum/platforms include but are not limited to the following:
     - SIPPS Early Literacy
     - EL Education
     - Eureka Math
     - Lexia
     - i-Ready
     - Brainpop
     - Mathshelf
     - Epic

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.

- Data and grade Conferences
- SST Meetings

4) Provide parents reasonable access to staff.
- Parent Square
- 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.

- Parent Square, 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.**
   - Parent Square
   - 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

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 positive use of my child's extracurricular time.

Student Responsibilities

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 jointly developed and adopted by the Allendale Elementary School on August 26, 2022, and will be in effect for the period of August 8, 2022 to May 28, 2023.

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, 2022.

Signature of Principal *Ronald Towns*

Date 10/13/22

Strategic Resource Planning (SRP)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Allendale ELEMENTARY SCHOOL

School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	John Capuccino
Vice Chairperson:	Sideekah Zareef
Secretary:	Ronald Towns

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Ronald Towns	☑	☐	☐	☐	
Sherry Lowrey	☐	☑	☐	☐	**1st**
Isaiah Ichihara	☐	☑	☐	☐	**2nd**
Jessica Gray	☐	☑	☐	☐	**1st**
Jessica Umana	☐	☐	☑	☐	**1st**
Demi Evans	☐	☐	☐	☑	**1st**
John Capuchino	☐	☐	☐	☑	**2nd**
Keelah Moore	☐	☐	☐	☑	**2nd**
Benjamin Nicolls	☐	☐	☐	☑	**2nd**
Sideekah Zareef	☐	☐	☐	☑	**1st**
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC 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