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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Allendale Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Allendale Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2024-25 School Plan for Student Achievement (SPSA)

School: Allendale Elementary School
CDS Code: 1612596001630
Principal: Ronald Towns
Date of this revision: 5/21/2024

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
 Oakland, CA 94619

Telephone: 510-535-2812

Email: ronald.towns@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/21/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

**OAKLAND UNIFIED SCHOOL DISTRICT
 Kyla Johnson-Trammell, Superintendent
 Benjamin "Sam" Davis, Board President**

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 5/21/2024

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

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

Signatures:

Ronald Towns <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	Ronald Towns <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/23/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Keelah Moore <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	Keelah Moore <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/23/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	Leroy Gaines <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/23/24 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/23/24 <hr style="border: 0; border-top: 1px solid black;"/> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/10/2024	Teachers	Analyzed iReady Growth Report in Reading and Math to assess how students have grown from August to December in both subjects. This is aligned to LCAP Goal 1.
1/22/2024	Staff	Shared the 1-pager with the Allendale staff and answered questions
1/31/2024	SSC	Completed Part 2: Annual SPSA Review of Single Plan for Student Achievement Completed Part 1: Needs Assessment for LCAP Goal 3
2/27/2024	Attendance Team	The Attendance Team discussed strategies to improve student attendance during SY24-25.
2/28/2024	SSC	SSC conducted a root cause analysis of attendance data by grade level. They developed potential solutions that can be integrated into a larger strategy for SY24-25.
4/8/2024	Principal/CSM	Principal Towns and CSM Remi Bereola revised the Conditions for Black Studies strategy and reviewed the Attendance improvement strategy
4/8/2024	Principal/TSA	Principal Towns and TSA Amanda Moussa revised the College/Career Readiness strategy and Conditions for English Language Learners strategy
4/24/2024	SSC	SSC reviewed each LCAP goal and gave feedback around strengths and challenges.
5/8/2024	SSC	SSC gave feedback on the strategies to achieve each LCAP goal.

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$139,040.00
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	\$976,413.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$126,720	LCFF Discretionary (General Purpose Discretionary #0000)	\$18,900
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,520	LCFF Supplemental (LCFF Supplemental #0002)	\$249,075
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$8,800	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$370,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$66,915
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$139,040		\$837,373

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$976,413.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Allendale Elementary School

School ID: 101

CDS Code: 1612596001630

SSC Approval Date: 5/21/2024

Board Approval Date: 8/14/2024

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

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Asian Students, Multiracial Students, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.9%	26.2%	45.9%	1.4%	4.1%	14.6%	97.5%	42.5%	1.1%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.1%	3.9%	11.6%	1.9%	0.0%	0.8%	95.9%	10.5%	83.4%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	<p>Foundational Literacy: By the end of SY24 - 25, all Allendale 2nd graders will have passed all SIPPS Challenge Mastery Tests, having exited the SIPPS program before 3rd. grade. By the end of SY24 - 25, all Allendale 1st graders will have passed all SIPPS Extension Tests, being ready for SIPPS Challenge by the start of 2nd. grade. By the end of SY24-25, all Allendale Kindergarten students will have passed all SIPPS Beginning Tests, being ready for SIPPS Extension. If a 3rd - 5th grade student needs phonics support, then they will be on a long-term plan to exit the SIPPS Challenge curriculum before graduation from Allendale.</p> <p>Core Literacy/STEM: By the end of SY24-25, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA and Math assessments.</p>
Identified School Need:	<p>Allendale has built a strong system to support students with foundational literacy skills. This system has led to a significant increase in the percentage of students exiting the SIPPS phonics program as well as an increase in student performance within the phonological awareness and phonics domains of the iReady Reading assessment.</p> <p>Based on our staff's analysis of iReady Reading data from BOY to MOY, we need to build our capacity to teach reading comprehension and writing.</p>

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	31.7%	not available until fall 2024	not available until fall 2025	46.7%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	24.1%	not available until fall 2024	not available until fall 2025	39.1%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	54.9%	not available until fall 2024	not available until fall 2025	69.9%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-89.3	not available until fall 2024	not available until fall 2025	-74.3

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	50.3%	not available until fall 2024	not available until fall 2025	65%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-92.3	not available until fall 2024	not available until fall 2025	-77.3
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	8.5%	not available until fall 2024	not available until fall 2025	23.5%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.1%	not available until fall 2024	not available until fall 2025	17.1%

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

School Goal:	All 3rd - 5th graders who need phonics support will have a long-term plan to ensure they complete SIPPS Challenge by the end of 5th grade. All newcomer students will grow at least 1 level on the ELPAC.
Identified School Need:	Designated ELD Instruction, particularly for newcomer students, and long-term reading supports for 3rd - 5th grade students who need phonics support

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-118.4	not available until fall 2024	not available until fall 2025	-103.4
SBAC ELA Distance from Standard Met	African American Students	-114.8	not available until fall 2024	not available until fall 2025	-99.8
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	not available until fall 2024	not available until fall 2025	81.7%
SBAC Math Distance from Standard Met	Special Education Students	-161.5	not available until fall 2024	not available until fall 2025	-146.5
SBAC Math Distance from Standard Met	African American Students	-108.5	not available until fall 2024	not available until fall 2025	-93.5

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.6%	not available until fall 2024	not available until fall 2025	23.6%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	6.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	40% of students at every grade level will have satisfactory attendance. We will accelerate the attendance of Asian and Multi-racial students as well as of students with disabilities.				
Identified School Need:	As of February 2024, 5th graders have the best attendance at Allendale. 40% of 5th graders have satisfactory attendance.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	61.6%	not available until fall 2024	not available until fall 2025	65.0%
Out-of-School Suspensions	All Students	0.7%	not available until fall 2024	not available until fall 2025	0.70%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.70%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.70%
Chronic Absenteeism	All Students	72.9%	not available until fall 2024	not available until fall 2025	60%
Chronic Absenteeism	African American Students	75.5%	not available until fall 2024	not available until fall 2025	60.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal: Together, Allendale staff will feel a sense of collective efficacy (when we work together, we improve outcomes for students).
 Each Classified staff member will develop their professional knowledge and skills.
 There will be increased trust and communication between Allendale staff members, across roles.

Identified School Need: Increase communication and trust between Allendale team members of different roles

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	72.3%	not available until fall 2024	not available until fall 2025	82.3%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<p><i>Foundational Literacy: By the end of SY24 - 25, all Allendale 2nd graders will have passed all SIPPS Challenge Mastery Tests, having exited the SIPPS program before 3rd. grade. By the end of SY24 - 25, all Allendale 1st graders will have passed all SIPPS Extension Tests, being ready for SIPPS Challenge by the start of 2nd. grade. By the end of SY24-25, all Allendale Kindergarten students will have passed all SIPPS Beginning Tests, being ready for SIPPS Extension. If a 3rd - 5th grade student needs phonics support, then they will be on a long-term plan to exit the SIPPS Challenge curriculum before graduation from Allendale.</i></p> <p><i>Core Literacy/STEM: By the end of SY24-25, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA and Math assessments.</i></p>	<p><i>Strength: It provides a measurement to achieve that could be ideally met. Addresses SELLS committee recommendation of having a Newcommer teacher.</i></p> <p><i>Challenge: The growth for comprehension</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>All 3rd - 5th graders who need phonics support will have a long-term plan to ensure they complete SIPPS Challenge by the end of 5th grade.</i></p> <p><i>All newcomer students will grow at least 1 level on the ELPAC.</i></p>	<p><i>Strengths:</i></p> <p><i>Student have access to 1 to 1 tutoring for reading.</i></p> <p><i>Teacher communication to parents is strong.</i></p> <p><i>UED is helpful for students who are identified by teachers.</i></p> <p><i>Challenges:</i></p> <p><i>Attendance</i></p> <p><i>Support at home from parents can be limited.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>40% of students at every grade level will have satisfactory attendance. We will accelerate the attendance of Asian and Multi-racial students as well as of students with disabilities.</i></p>	<p><i>Strengths:</i></p> <p><i>All grades are close to 40%</i></p> <p><i>There is a large amount of students that are “at risk” that are close to satisfactory</i></p> <p><i>Family nights seem to motivate students to increase attendance.</i></p> <p><i>There are far more parent engagement nights and parents are far more involved than in previous years. This increased amount of parent engagement including events with refreshments for parents or with teachers present has helped to build community and student and family connectedness to school.</i></p> <p><i>As a parent and student community and school connectedness seems to have dramatically increased “there used to be spare seats at engagement nights”</i></p> <p><i>Support from our attendance specialist allows us to reduce chronic absenteeism.</i></p> <p><i>Challenges:</i></p> <p><i>The goal leaves out student who are chronically absent</i></p> <p><i>Attendance incentives are given as a class</i></p> <p><i>There should be individual student incentives to motivate attendance</i></p> <p><i>Events for students to increase attendance should be during the school day, something like “game day”</i></p> <p><i>There should be more of an emphasis on attendance with parents, specifically during engagement.</i></p> <p><i>Could have parent sign-in sheets for engagement night to identify family that need support getting involved.</i></p> <p><i>We could provide finger printing for parents to get more parent volunteers.</i></p>

<p>LCAP Goal 4:</p>	<p><i>Together, Allendale staff will feel a sense of collective efficacy (when we work together, we improve outcomes for students). Each Classified staff member will develop their professional knowledge and skills. There will be increased trust and communication between Allendale staff members, across roles.</i></p>	<p>Strength: <i>Building collective efficacy and stronger communication will increase student achievement.</i></p> <p>Challenges: <i>Due to different schedules, it will be challenging to get all staff in the same space, making it challenging to align.</i></p>
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Goal Area:	School Goal:	Priority Challenges
<p>LCAP Goal 1:</p>	<p><i>Foundational Literacy: By the end of SY24 - 25, all Allendale 2nd graders will have passed all SIPPS Challenge Mastery Tests, having exited the SIPPS program before 3rd. grade. By the end of SY24 - 25, all Allendale 1st graders will have passed all SIPPS Extension Tests, being ready for SIPPS Challenge by the start of 2nd. grade. By the end of SY24-25, all Allendale Kindergarten students will have passed all SIPPS Beginning Tests, being ready for SIPPS Extension. If a 3rd - 5th grade student needs phonics support, then they will be on a long-term plan to exit the SIPPS Challenge curriculum before graduation from Allendale.</i></p> <p><i>Core Literacy/STEM: By the end of SY24-25, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA and Math assessments.</i></p>	<p><i>Strength: It provides a measurement to achieve that could be ideally met.</i></p> <p><i>Challenge: The growth for comprehension</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>All 3rd - 5th graders who need phonics support will have a long-term plan to ensure they complete SIPPS Challenge by the end of 5th grade.</i></p> <p><i>All newcomer students will grow at least 1 level on the ELPAC.</i></p>	<p><i>Strengths:</i></p> <p><i>Student have access to 1 to 1 tutoring for reading.</i></p> <p><i>Teacher communication to parents is strong.</i></p> <p><i>UED is helpful for students who are identified by teachers.</i></p> <p><i>Challenges:</i></p> <p><i>Attendance</i></p> <p><i>Support at home from parents can be limited.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>40% of students at every grade level will have satisfactory attendance. We will accelerate the attendance of Asian and Multi-racial students as well as of students with disabilities.</i></p>	<p><i>Strengths:</i></p> <p><i>All grades are close to 40%</i></p> <p><i>There is a large amount of students that are “at risk” that are close to satisfactory</i></p> <p><i>Family nights seem to motivate students to increase attendance.</i></p> <p><i>There are far more parent engagement nights and parents are far more involved than in previous years.</i></p> <p><i>As a parent and student community and school connectedness seems to have dramatically increased “there used to be spare seats at engagement nights”</i></p> <p><i>Challenges:</i></p> <p><i>The goal leaves out student who are chronically absent</i></p> <p><i>Attendance incentives are given as a class</i></p> <p><i>There should be individual student incentives to motivate attendance</i></p> <p><i>Events for students to increase attendance should be during the school day, something like “game day”</i></p> <p><i>There should be more of an emphasis on attendance with parents, specifically during engagement.</i></p> <p><i>Could have parent sign-in sheets for engagement night to identify family that need support getting involved.</i></p>

<p><i>LCAP Goal 4:</i></p>	<p><i>Together, Allendale staff will feel a sense of collective efficacy (when we work together, we improve outcomes for students). Each Classified staff member will develop their professional knowledge and skills. There will be increased trust and communication between Allendale staff members, across roles.</i></p>	<p><i>Strength:</i> <i>Building collective efficacy and stronger communication will increase student achievement.</i> <i>Teacher professional Development will also increase student achievement.</i></p> <p><i>Challenges:</i> <i>Due to different schedules, it will be challenging to get all staff in the same space, making it challenging to align.</i></p>
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ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Asian Students	61.0%	not available until fall 2024	not available until fall 2025	29.9%
Chronic Absenteeism	Multiracial Students	87.9%	not available until fall 2024	not available until fall 2025	22.6%
Chronic Absenteeism	Special Education Students	71.4%	not available until fall 2024	not available until fall 2025	39.3%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Allendale Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

LCAP Goal 1: All students graduate college, career, and community ready: At Allendale, we built teachers capacity to analyze SIPPS Mastery Test data. We also held PLC meetings twice/week for Early Literacy Tutors and STIP Substitute Teachers to build their skill in delivering the SIPPS curriculum effectively. Our next step is to determine a regular time for teachers to analyze foundational literacy data for students in their class, and for all SIPPS instructors--teachers, tutors and STIP Substitutes--to discuss students of concern and strategize how we give students additional practice with foundational reading skills.

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap: During the final PD cycle of the year, we learned academic talk and oral rehearsal strategies to support students' reading comprehension and writing skills. During SY24-25, we will begin the year focusing on improving academic discourse as a strategy to close the equity gap between ELL and non-ELL students.

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged: As a school, we implemented a comprehensive attendance strategy. We launch a schoolwide attendance challenge (Tier 1), walking school bus initiative (Tier 2), and utilized the SART processes that the district prescribes (Tier 3). For next year, we must engage teachers regularly in attendance communication with families and maintain our set of strategies.

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity: Allendale teachers receive 1-2 common prep periods per week. We have sent teachers to the California Kindergarten Conference and CalTASH conferences. Teachers also had the opportunity to serve on our school's Faculty Council and lead various family engagement events. For SY24-25, we will provide more formal teacher leadership opportunities on our school's Instructional Leadership Team.

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

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

Allendale's unique foundational skills block is effective. By having foundational skills taught in small groups, facilitating Early Literacy PLCs to build tutor capacity to teach SIPPS, and assigning students who need the most support to the most experienced instructors, we are seeing more students pass their SIPPS Mastery Tests in all grade levels. We are also seeing greater improvement in the phonics, phonemic awareness and high frequency words sections of the iReady assessment.

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

Teachers attended writing PD and have used bi-weekly PLC time to unpack EL Education writing assessments. For the latter part of the school year, teachers have also participated in weekly professional learning focused on academic talk and oral rehearsal to improve student reading comprehension and writing.

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

This year, Allendale has implemented a multi-pronged attendance improvement plan that covers multiple tiers.

Tier 1 - We hold a monthly, schoolwide competition where classes compete for a class prize related to attended.

Tier 2 - Attendance Team members partnered with TK and Kindergarten teachers to hold family conferences jointly to communicate to families the importance of attendance, have families sign an attendance contract, and set goals for their students' attendance.

Tier 3 - Our school's Community Schools Manager has coordinated home visits, SART meetings, and the Walking School Bus effort to decrease chronic absenteeism.

Additionally, Allendale has expanded its event offerings to get more families into the building. We have held 2 Literacy Nights, an Art Night, a Fall Festival, and expanded our after school program showcases.

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

All teachers have weekly common planning periods. We are also slated to have a staff wellness week.

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.

During SY23-24, Allendale has really strengthened its systems to support student achievement. In the 24-25 school year, we will build on our successes to make our systems even more effective. Here are some examples:

1.) We have made significant growth in foundational literacy as evidenced by the percentage of students in Kindergarten, 1st. and 2nd grade that are passing SIPPS Mastery Tests. While we have improved our students' foundational literacy skills, we must continue to: (a) provide an additional block of time for students to practice foundational literacy, particularly for Kindergarten and 1st graders, and (b) learn strategies to improve students' comprehension and writing in all grade levels. Once we do the latter, we will see increases in student performance on the iReady reading and math.

2.) To improve student attendance, we need to begin the year partnering with teachers to improve student attendance.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION				
Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
ET/OT Math Program	SBAC Math Distance from Standard Met	Staff served as tutors to improve students' math performance.	Attendance was fine, but the goals and instruction could be clearer. We have seen a 3.1% increase of students at mid-above grade level in iReady math diagnostice from the spring 22-23 and spring 23-24.	We should be more targeted and have clear goals. Have clear data metrics to measure our impact. Use pre-/post assessment data, iReady, module tests.
Attendance Specialist, Bilingual	Chronic Absenteeism	Ensured Allendale met state attendance compliance requirements	Ms. Gricelda and Ms. Mayra had excellent follow-up, were approachable, and understanding. As a result of her work there has been a 22.1% increase in students who have satisfactory attendance from 22-23 SY and 23-24 SY	Keep the same

12-Month Community School Manager	Chronic Absenteeism	Supports attendance, student culture, student support systems	Allendale's CSM is efficient and responds to parent concerns quickly. The CSM does a lot of conflict resolution with students and provides attendance challenge updates. As a result of their work around attendance, there has been a 22.1% increase in students who have satisfactory attendance from 22-23 SY and 23-24 SY The CSM gives positive affirmations to students, which changes students' attitudes for the day. The CSM can work more on building our restorative justice system.	Leading conflict resolution and restorative justice work.
Heros Contract	Student Connectedness to School	Allendale students receive PE services.	Allendale students receive supplemental PE services. 100% of Allendale students participate in Physical Education instruction.	We will keep the Heros Contract.
Field Trips	Student Connectedness to School	Each grade level has been able to take a field trip if the classroom teachers plan it.	Each grade level has been able to take a field trip if the classroom teachers plan it. The number of students that participated in field trips increased by 50% from SY22-23 to SY23-24.	Two grade levels--Grade 3 and 4-- did not take field trips this year. Next year, school leadership can provide more support to teachers in these grade levels to execute field trips.
Sound System	Student Connectedness to School	Gave Allendale students access to a new sound system during assemblies	We give more students access to what is being said during assemblies where supplemental learning is provided. Approximately 50 - 100 students have been present at each evening event.	N/A

Parent Refreshments	Student Connectedness to School	Provide refreshments at family engagements events	As a result of refreshments present at parent meetings and engagements, we have seen an increase in parent attendance at events.	N/A
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Allendale Elementary School	SCHOOL ID:	101
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal:	<p>Foundational Literacy: By the end of SY24 - 25, all Allendale 2nd graders will have passed all SIPPS Challenge Mastery Tests, having exited the SIPPS program before 3rd. grade. By the end of SY24 - 25, all Allendale 1st graders will have passed all SIPPS Extension Tests, being ready for SIPPS Challenge by the start of 2nd. grade. By the end of SY24-25, all Allendale Kindergarten students will have passed all SIPPS Beginning Tests, being ready for SIPPS Extension. If a 3rd - 5th grade student needs phonics support, then they will be on a long-term plan to exit the SIPPS Challenge curriculum before graduation from Allendale.</p> <p>Core Literacy/STEM: By the end of SY24-25, 40% of Allendale 1st - 5th graders demonstrate reading and math proficiency as evidenced by the iReady ELA and Math assessments.</p>
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Identified Need:	<p>Allendale has built a strong system to support students with foundational literacy skills. This system has led to a significant increase in the percentage of students exiting the SIPPS phonics program as well as an increase in student performance within the phonological awareness and phonics domains of the iReady Reading assessment.</p> <p>Based on our staff's analysis of iReady Reading data from BOY to MOY, we need to build our capacity to teach reading comprehension and writing.</p>
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Establish a structure through which lower grades teachers and Early Literacy tutors can collaborate around foundational skills continuous improvement	All Students	Academic	Tier 1 - Universal
1-2	Continue to develop and formalize an Instructional Leadership Team to develop professional learning on comprehension strategies for teachers	All Students	Academic	Tier 1 - Universal
1-3	Maintain our current K - 5 foundational skills block to teach Letter ID/SIPPS and add an additional foundational skills block for Kindergarten and 1st grade students	All Students	Academic	Tier 1 - Universal
1-4	Strengthen after school staff's capacity to teach sight words and phonics skills during the Literacy Block	All Students	Academic	Tier 2 - Supplemental

1-5	Create system to increase motivation among struggling readers in Grades 4 and 5 that need additional phonics supports	All Students	Academic	Tier 2 - Supplemental
1-6	Girls Inc.' afterschool staff group students into the following groups: (a) Newcomer; (b) SIPPS Beginning; (c) SIPPS Extension, and (d) SIPPS Challenge to practice sight words daily after school	All Students	Academic	Tier 2 - Supplemental
1-7	Girls Inc.' afterschool staff review SIPPS Mastery Test data to create centers activities that re-teach blends and sounds that students are missing.	All Students	Academic	Tier 2 - Supplemental
1-8	Budget 20 hours of extended contract planning time for each teacher to do the following: <ul style="list-style-type: none"> - Revise their pacing guides - Mark when they will administer each Curriculum-Embedded Assessment - Identify the Reading Comprehension and Writing assessments - Unpack each assessment and identify supports for students to meet standards on reading comprehension assessments 	All Students	Academic	Tier 1 - Universal
1-9	Use PLC or PD time to analyze Curriculum-Embedded Assessment results, input scores into spreadsheet and discuss next steps for students	All Students	Academic	Tier 1 - Universal

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

School Goal: All 3rd - 5th graders who need phonics support will have a long-term plan to ensure they complete SIPPS Challenge by the end of 5th grade.
All newcomer students will grow at least 1 level on the ELPAC.

Identified Need: Designated ELD Instruction, particularly for newcomer students, and long-term reading supports for 3rd - 5th grade students who need phonics support

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Create system to increase motivation among struggling readers in Grades 3-5 that need additional phonics supports	Low-Income Students	Academic	Tier 1 - Universal
2-2	Hire a full-time, Newcomer/ELD teacher to explicitly teach English skills to newcomer students, provide ELD instruction to students performing at Levels 1 and 2 on ELPAC, and execute our family engagement efforts to support Newcomer families	English Learners	Academic	Tier 2 - Supplemental
2-3	Strengthen our school's work to promote high-quality academic discourse in all classrooms to deepen students' reading and math comprehension skills, in turn supporting newcomer students' English skill development	Low-Income Students	Academic	Tier 1 - Universal

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

School Goal: 40% of students at every grade level will have satisfactory attendance. We will accelerate the attendance of Asian and Multi-racial students as well as of students with disabilities.

Identified Need: As of February 2024, 5th graders have the best attendance at Allendale. 40% of 5th graders have satisfactory attendance.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Continue schoolwide attendance challenges by classroom or grade level	Low-Income Students	Academic	Tier 1 - Universal
3-2	Launch the Walking School Bus at the start of the year for students who struggled with chronic absences in SY23-24	Low-Income Students	Academic	Tier 2 - Supplemental
3-3	Focus on TK and Kindergarten families, starting with conducting home visits to discuss the importance of attendance with families, using in-person registration as an opportunity to discuss attendance	Low-Income Students	Academic	Tier 1 - Universal
3-4	In preparation for each round of family conferences, Attendance Team members and teachers collaborate about having attendance-oriented conversations during conferences.	Low-Income Students	Academic	Tier 2 - Supplemental
3-5	Discuss attendance at every family engagement event	Low-Income Students	Academic	Tier 1 - Universal
3-6	Hold orientation over the summer and discuss attendance and support families to get connected to ParentSquare	Low-Income Students	Academic	Tier 1 - Universal
3-7	Provide Jenn Blake's de-escalation training to classified and teaching staff to ensure a common language for supporting students when escalated.	Low-Income Students	Behavioral	Tier 1 - Universal
3-8	Create a bulletin board celebrating families who have supported attendance	Low-Income Students	Academic	Tier 1 - Universal

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal: Through support for our teaching staff Allendale will retain 80% of our staff at the end of the 2023-24 school year.

Identified Need: Increase communication and trust between Allendale team members of different roles

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Principal builds relationships with local universities to recruit potential teacher candidates.	All Students	Academic	Tier 1 - Universal
4-2	Hold a staff wellness week each semester to give staff opportunities to connect and feel appreciated.	All Students	SEL / Mental Health	Tier 1 - Universal
4-3	Provide opportunities for staff to lead efforts at Allendale and affirm/celebrate their efforts	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	Use staff meetings and professional learning spaces to show staff the impact they have as professionals	All Students	Academic	Tier 1 - Universal
4-5	Maintain the coaching and PLC structures to build staff professionalism and skills	All Students	Academic	Tier 1 - Universal
4-6	Lead Team members provide trainings to classified staff at least once/semester; Lead Team members create a document that lists tips and questions as well as check weekly to follow up on any needs that classified staff members have	All Students	Behavioral	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Establish Ethnic Studies/Social Studies as an Enrichment class, so Black students can learn about their ancestral history	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Provide communication training for staff to build empathy for Black students	African American	Behavioral	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Strengthen our school's work to promote high-quality academic discourse in all classrooms to deepen students' reading and math comprehension skills	All Students	Academic	Tier 1 - Universal
6-2	Unpack EL Education writing assessments to teach the writing skills that students need to be effective writers	All Students	Academic	Tier 1 - Universal
6-2	Hire a full-time, Newcomer/ELD teacher to explicitly teach English skills to newcomer students, provide ELD instruction to students performing at Levels 1 and 2 on ELPAC, and execute our family engagement efforts to support Newcomer families	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
6425 - Duplicat Equipment >= \$5,000	\$4,000	LCFF Discretionary	6425	Duplicat Equipment >= \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Maintain our current K - 5 foundational skills block to teach Letter ID/SIPPS and add an additional foundational skills block for Kindergarten and 1st grade students	101-1
4311 - Meeting Refreshments	\$5,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to develop and formalize an Instructional Leadership Team to develop professional learning on comprehension strategies for teachers	101-2
4310 - Materials and Supplies	\$9,900	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Maintain our current K - 5 foundational skills block to teach Letter ID/SIPPS and add an additional foundational skills block for Kindergarten and 1st grade students	101-3
4380 - Uniforms	\$10,000	LCFF Supplemental	4380	Uniforms	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Maintain our current K - 5 foundational skills block to teach Letter ID/SIPPS and add an additional foundational skills block for Kindergarten and 1st grade students	101-4
Teacher Structured Eng Immersn	\$19,471	LCFF Supplemental	1105	Certificated Teachers' Salaries	429	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Use PLC or PD time to analyze Curriculum-Embedded Assessment results, input scores into spreadsheet and discuss next steps for students	101-5
1120 - Teachers Salaries Stipends	\$20,579	LCFF Supplemental	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.		Maintain our current K - 5 foundational skills block to teach Letter ID/SIPPS and add an additional foundational skills block for Kindergarten and 1st grade students	101-6
Teacher Education Enhancement	\$24,408	LCFF Supplemental	1105	Certificated Teachers' Salaries	1629	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.25	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Establish Ethnic Studies/Social Studies as an Enrichment class, so Black students can learn about their ancestral history	101-7

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 11Mos	\$34,058	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	5017	11-Month Classroom Teacher on Special Assignment (TSA)	0.2	Goal 1: All students graduate college, career, and community ready.		Use PLC or PD time to analyze Curriculum-Embedded Assessment results, input scores into spreadsheet and discuss next steps for students	101-8
5825 - Consultants	\$49,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Use staff meetings and professional learning spaces to show staff the impact they have as professionals	101-9
Teacher STIP	\$91,559	LCFF Supplemental	1105	Certificated Teachers' Salaries	9231	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Establish a structure through which lower grades teachers and Early Literacy tutors can collaborate around foundational skills continuous improvement	101-10
5825 - Consultants	\$1,258	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Strengthen our school's work to promote high-quality academic discourse in all classrooms to deepen students' reading and math comprehension skills, in turn supporting newcomer students' English skill development	101-11
Program Mgr Community School	\$27,291	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	5160	12-Month Community School Manager	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Continue schoolwide attendance challenges by classroom or grade level	101-12
Attendance Specialist Bil	\$29,445	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3322	Attendance Specialist, Bilingual	0.5	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Chronic Absenteeism	Discuss attendance at every family engagement event	101-13

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$68,725	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	0.5	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Hire a full-time, Newcomer/ELD teacher to explicitly teach English skills to newcomer students, provide ELD instruction to students performing at Levels 1 and 2 on ELPAC, and execute our family engagement efforts to support Newcomer families	101-14
1120 - Teachers Salaries Stipends	\$1,000	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Strengthen our school's work to promote high-quality academic discourse in all classrooms to deepen students' reading and math comprehension skills, in turn supporting newcomer students' English skill development	101-16
4311 - Refreshments	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Chronic Absenteeism	Discuss attendance at every family engagement event	101-17
5838 - Fingerprinting	\$1,300	Title I, Part A Parent & Family Engagement	5838	Fingerprinting	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Discuss attendance at every family engagement event	101-18
5825 - Consultants	\$6,000	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Strengthen our school's work to promote high-quality academic discourse in all classrooms to deepen students' reading and math comprehension skills	101-20
5825 - Consultants	\$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 in joyful schools.		Girls Inc.' afterschool staff review SIPPS Mastery Test data to create centers activities that re-teach blends and sounds that students are missing.	101-21

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$107,483	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 in joyful schools.		Girls Inc.' afterschool staff group students into the following groups: (a) Newcomer; (b) SIPPS Beginning; (c) SIPPS Extension, and (d) SIPPS Challenge to practice sight words daily after school	101-22
7310 - Indirect Cost	\$5,393	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Create system to increase motivation among struggling readers in Grades 4 and 5 that need additional phonics supports	101-23
TSA Classroom 11Mos	\$136,231	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	5017	11-Month Classroom Teacher on Special Assignment (TSA)	0.8	Goal 1: All students graduate college, career, and community ready.		Create system to increase motivation among struggling readers in Grades 4 and 5 that need additional phonics supports	101-24
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Strengthen our school's work to promote high-quality academic discourse in all classrooms to deepen students' reading and math comprehension skills, in turn supporting newcomer students' English skill development	101-25
Teacher Education Enhancement	\$63,724	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.5	Goal 1: All students graduate college, career, and community ready.		Create system to increase motivation among struggling readers in Grades 3-5 that need additional phonics supports	101-26
Program Mgr Community School	\$81,873	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	5160	12-Month Community School Manager	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue schoolwide attendance challenges by classroom or grade level	101-27
Case Manager 20	\$146,033	California Community Schools Partnership Program	2405	Clerical Salaries	9181	Case Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Launch the Walking School Bus at the start of the year for students who struggled with chronic absences in SY23-24	101-28

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$3,191	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Use staff meetings and professional learning spaces to show staff the impact they have as professionals	101-29
Teacher Education Enhancement	\$63,724	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.5	Goal 1: All students graduate college, career, and community ready.		Provide opportunities for staff to lead efforts at Allendale and affirm/celebrate their efforts	101-30
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide opportunities for staff to lead efforts at Allendale and affirm/celebrate their efforts	101-31
Library Technician	\$120,391	Measure G, Library Support	2205	Classified Support Salaries	9339	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		Create system to increase motivation among struggling readers in Grades 4 and 5 that need additional phonics supports	101-32



School-Parent Compact

Allendale Elementary

2023-2024

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 2023-24 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 7, 2023 to May 28, 2024.

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, 2023.

Signature of Principal *Ronald Towns*

Date 9/6/2023



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 Conferences
- 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 7, 2023 through May 26, 2024.

The school will distribute this policy to all parents on or before September 30, 2023 of the current school year.

Ronald Towns

Ronald Towns

Name of Principal

Signature of Principal

Date 9/6/2023

Please attach the School-Parent Compact to this document.



Allendale ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Keelah Moore
Vice Chairperson:	Jessica Gray
Secretary:	Isaiah Ichihara

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Sherry Lowrey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Isaiah Ichihara	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jessica Gray	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Jessica Umana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Keelah Moore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Aaron Ruff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Vonzetta Golson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Deborah Clay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Xochilt Cruz-Brizuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	4th Wednesday @ 5:30 pm - 6:30 pm
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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