OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Denise Saddler, Interim Superintendent
             Sondra Aguilera, Chief Academic Officer

Meeting Date   August 13, 2025

Subject   2025-2026 School Plan for Student Achievement (SPSA) for Allendale Elementary School

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Ask of the Board   Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Allendale Elementary School

Background   In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion   The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact   Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)   - 2025-2026 School Plan for Student Achievement (SPSA) for Allendale Elementary School

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2025-26 School Plan for Student Achievement (SPSA)

School:	**Allendale Elementary School**
CDS Code:	1612596001630
Principal:	Ronald Towns
Date of this revision:	5/27/25

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: 5/27/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

☑ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/21/2025

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	Ronald J Towns	6/10/2025
Principal	Signature	Date
Jessica Gray	*Jessica Gray*	6/10/25
SSC Chairperson	Signature	Date
SELLS Representative (optional)	Signature	Date
Leroy Gaines	*Leroy Gaines*	6/9/25
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	6/6/25
Director, Strategic Resource Planning	Signature	Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/15/2024	SSC	SSC analyzed school data on attendance and reading to discuss our student progress and additional interventions Allendale might provide.
1/8/2025	SSC	Principal Towns shared 1-pager with SSC, explained context, and SSC made decisions about how to spend Title I and Community Schools funds for SY25-26.
1/29/2025	SSC	SSC will conduct the Annual SPSA Review.
2/18/2025	Staff	School Staff will review an overview of Allendale's proposed budget for SY25-26.
2/24/2025	Meeting with CSM	Principal Towns meets with CSM Remi Bereola to discuss LCAP Goal 3 as it pertains to anti-bullying and inclusion efforts needed at Allendale. During the meeting, we discussed a plan for engaging the larger staff in a strategy related to which tools we have. We also met to review a plan for the 40 Severely Chronically Absent students for SY24-25 and how we begin SY25-26 with a plan to support students who need the most attendance support.
2/24/2025	Meeting with TSA	Principal Towns meets with TSA Amanda Moussa to discuss strategy for LCAP Goals 1 and 2. When discussing LCAP Goal 1, during our meeting, we reviewed strategies that we are currently using that v for next school year. When discussing LCAP Goal 2, we drafted a plan to engage our ECE teachers in supporting our youngest learners and our SPED teachers in supporting our students with significant disabiliti
3/4/2025 - 3/7/2025	CSM - Principal Observations	CSM Bereola and Principal Towns observe a subset of classrooms to collect school culture data to understa LCAP Goal 3.
3/7/2025	Principal - Girls' Inc. Program Meeting	Girls' Inc. and Principal Towns meet to review SPSA and discuss how after school program will support LCAP Goals 1, 2 and 3.
	Ms. O'Brien, Ms. Anderson, and Mr. Oceguera	Principal Towns and special education team members meet to discuss LCAP Goal 2 and how to improve achievement among students with IEPs.

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).

- *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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$132,830.01
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$938,332.22

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	$129,240
Title I, Part A Parent & Family Engagement (#3010)	$3,590
21st Century Community Learning Centers (Title IV, Part B #4124)	$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	$0
SUBTOTAL OF FEDERAL FUNDING:	**$132,830**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
$938,332.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	$36,000
LCFF Equity Multiplier (#7399)	$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	$150,000
After School Education & Safety (ASES #6010)	$133,033
Community Schools Grant (CCSPP #6332)	$420,000
Proposition 28 (Arts & Music in Schools #6770)	$66,469
SUBTOTAL OF STATE & LOCAL FUNDING:	**$805,502**

2025-26 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:	Board Approval Date:

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 iReady
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

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, 2023-24

% 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:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

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%	23.5%	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%	42.0%	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%	72.7%	not available until fall 2025	69.9%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-94.1	not available until fall 2025	-74.3
SBAC ELA Participation	All Students	95.6%	96.9%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	50.3%	52.7%	not available until fall 2025	65.3%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-99.3	not available until fall 2025	-77.3
SBAC Math Participation	All Students	92.3%	92.3%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	8.5%	11.3%	not available until fall 2025	23.5%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.1%	21.8%	not available until fall 2025	17.1%
California Science Test (CAST) Participation	All Students	96.0%	96.5%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

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	-126.7	not available until fall 2025	-74.3
SBAC ELA Distance from Standard Met	African American Students	-114.8	-118.6	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%	70.0%	not available until fall 2025	81.7%
SBAC Math Distance from Standard Met	Special Education Students	-161.5	-116.8	not available until fall 2025	-77.3
SBAC Math Distance from Standard Met	African American Students	-108.5	-125.2	not available until fall 2025	-93.5

Reclassification Measures & Targets   *Reference Stages of ELD Data slides*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.6%	7.4%	not available until fall 2025	23.6%
LTEL Reclassification	Long-Term English Learners	0.0%	16.7%	not available until fall 2025	6.0%

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	61.6%	51.4%	not available until fall 2025	65.0%
Out-of-School Suspensions	All Students	0.7%	1.4%	not available until fall 2025	0.7%
Out-of-School Suspensions	African American Students	0.0%	2.9%	not available until fall 2025	0.7%
Out-of-School Suspensions	Special Education Students	0.0%	2.5%	not available until fall 2025	0.7%
Chronic Absenteeism	All Students	72.9%	46.4%	not available until fall 2025	60.0%
Chronic Absenteeism	African American Students	75.5%	45.2%	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:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified School Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

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%	73.3%	not available until fall 2025	82.3%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	*By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:* *-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY* *-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY* *-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp*	*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.*
LCAP Goal 2:	*By May of 2026* *- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY* *- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY* *- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY*	*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. This is supported by extra time for teacher's and our early literacy tutors.*

LCAP Goal 3:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%	Allendale has made some of the highest growth in student attendance across Oakland. We have used a variety of Tier 1, Tier 2, and Tier 3 strategies to motivate families to get their children to school, follow up and provide supports to families, and hold families accountable for getting students to school with the support of our attendacnce specialist and case manager.
LCAP Goal 4:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	This year, we have provided PLC opportunities for our Early Literacy Tutors. Additionally, through the evaluation process, various classfieid staff members will receive formal professional feedback.

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	*By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:* *-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY* *-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY* *-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp*	*Phonics* *We have not provided students with enough opportunities to practice foundational skills during the school day and apply their phonics skills to text.* *Reading Comprehension* *After analyzing benchmark assessment data (e.g., iReady) to determine a need to focus on reading comprehension, the Literacy Lead Team observed: (a) how teachers deliver EL Education lessons, and (b) how grade-level teams approach planning those lessons. While our findings varied by classroom and grade level, here is a summary of the trends we found:* *1.) While everyone was teaching the lessons, it was clear that some teachers had not internalized the learning target that students were expected to master nor how students would show proficiency on that standard during that day's lesson.* *2.) Teachers were not clear on how what students were expected to learn during one lesson connected to the skills that students need to demonstrate on the mid- or end-of-unit assessment.* *3.) Teachers were teaching the lessons without having considered the struggles that their learners might have during the course of the lesson. Consequently, even if teachers "got through" the lesson activities, exit ticket data showed that too many students were not demonstrating proficiency.*

LCAP Goal 2:	*By May of 2026* *- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY* *- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY* *- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY*	*Phonics* *We have not provided students with enough opportunities to practice foundational skills during the school day and apply their phonics skills to text.* *Reading Comprehension* *After analyzing benchmark assessment data (e.g., iReady) to determine a need to focus on reading comprehension, the Literacy Lead Team observed: (a) how teachers deliver EL Education lessons, and (b) how grade-level teams approach planning those lessons. While our findings varied by classroom and grade level, here is a summary of the trends we found:* *1.) While everyone was teaching the lessons, it was clear that some teachers had not internalized the learning target that students were expected to master nor how students would show proficiency on that standard during that day's lesson.* *2.) Teachers were not clear on how what students were expected to learn during one lesson connected to the skills that students need to demonstrate on the mid- or end-of-unit assessment.* *3.) Teachers were teaching the lessons without having considered the struggles that their learners might have during the course of the lesson. Consequently, even if teachers "got through" the lesson activities, exit ticket data showed that too many students were not demonstrating proficiency.*
LCAP Goal 3:	*1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%* *2. An annual suspension rate below 2%*	*When you tease apart Allendale's attendance data by grade level, one sees a disparity by grade level. Allendale's TK, Kindergarten and 1st graders have the lowest attendance.* *For SY25-26, we need to prioritze more heavily having flyers for events translated in advance,* *securing translation for events, and ensuring families know that translation will be provided at* *events. Currently, all of our famileis don't have regular access to our events. Aditionally, events will have light refreshments providing to create a warm and welcoming evironment for parent as well as provide fingerpringting for parents who would like to begin volunteering.*

LCAP Goal 4:	*By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.*	*We have not been able to provide professional learning opportunitiies for all Classified Staff.*

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Allendale Elementary School	**SPSA Year Reviewed:** 2024-25
	SPSA Link: 2024-25 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.
Of the 9 strategies listed, we are currently pursuing all except Strategy 1-2 and 1-4. With regard to the other 7 strategies, we have accomplished and are working towards
the following:
1.) Setting up an additional foundational skills block during the school day for all lower grades students
2.) Using PD and PLC time to analyze student work from curriculum-embedded assessments and unpack assessments
3.) Building the after school staff capacity to teach sight words and facilitate independent reading after school.

For the remainder of this school year and next year, we will continue to build on these strategies by deepening our skill with implementing the same strategies.
For SY25-26, the Principal will focus on building an ILT to enlist more teacher leaders into the leadership of these professional activities.

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.
Of the 3 strategies listed, we have pursued Strategies 2-2 and 2-3. Due to capacity, we have not pursued Strategy 2-1. As we move into SY25-26, we will build out
the outcomes for the Newcomer TSA role.

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.
Of the 8 strategies listed, we have completed 6 of them, with the exception of Strategies 3-2, 3-7, and 3-8. Upon further reflection, Strategy 3-7 was not deemed
necessary to us achieving our goals within this area.

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.
We have pursued 4 of the 6 strategies listed. The ones we did not pursue are: Strategy 4-1 and 4-2. In addition to continuing the 4 strategies that we are currently
pursuing, we will expand the work we are doing that is aligned to Strategy 4-6. While we led a beginning of the year professional learning opportunity for all
classified staff and provide weekly learning opportunities for Early Literacy Tutors, we need to provide similar training to staff in other roles.

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 As of the end of January 2025, 62% of Allendale Kindergarten students, 27% of Allendale 1st grade students, and 57% of Allendale 2nd grade students are meeting the SIPPS Benchmark for their grade level. Due the strategies used, we are on track to surpass the district goal in Kindergarten and 2nd grades and our individual percentages are higher than the average for our network of schools. That said, we need to provide more opportunities to practice phonics, particularly in 1st grade. While we have the structures set up (e.g., foundational skills block) to support this, we need to improve our capacity to implement this strategy. According to the iReady assessments, we are seeing improvement on the phonics, phonemic awareness and high-frequency word domains. That said, the % of students that are meeting standards is low. While we feel that our strategies of unpacking assessments in advance and providing coaching support to effectively deliver EL Education and Eureka Math lessons are the right strategies, our team members are not holding this work with fidelity. To ensure we do this fidelity, we are shifting our professional learning structures to hold adults accountable to engaging in these strategies consistently. LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. Our attendance data shows that our strategies have been effective. As of January 2025, Allendale reduced its percentage of student chronic absenteeism from 41% in 2023-24 to 28.3% in 2024-25. We have increased our Average Daily Attendance (ADA) from 87.5% in 2023-24 to 91% in 2024-25.   LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. Allendale has high staff retention. After the 2020-21 school year, 60% of staff remained at Allendale. Currently, our staff retention is at 80%.
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.
At this time, we don't anticipate any changes to SPSA strategies. Instead, we will improve our capacity to implement the current strategies effectively.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure *(describe expenditure in column a)*	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working/not working? Why? *Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.* **INCLUDE qualitative or quantitative data.**	Based on this evaluation, what will you change, continue, or discontinue? Why?
Our school's CSM is a school leader, who focuses on improving our attendance, student support and student culture systems.	Chronic Absenteeism	[CSM Role Description](#)	Due to the work of our CSM, Allendale has made some of the highest gains in attendance out of all elementary schools within our district. Our attendance data shows that our strategies have been effective. As of January 2025, Allendale reduced its percentage of student chronic absenteeism from 41% in 2023-24 to 28.3% in 2024-25. We have increased our Average Daily Attendance (ADA) from 87.5% in 2023-24 to 91% in 2024-25.	Based on our improved attendance data, we will continue the strategy that we have used for SY24-25 into SY25-26. To date, we still have 40 students in the Severe Chronic Absence category. We need to add to our strategy to address the needs of these students and families. Another area of school culture that the CSM will address is bullying. While we do not have "hard" data on this, anecdotally we know that there has been an increase in bullying across our school, city and country. Part of the CSM's work will be to support addressing this to ensure all students feel a sense of safety at school.

Our school's Attendance Specialist ensures we are in compliance with all attendance requirements and oversees Tier 1 and 2 interventions for attendance.	Chronic Absenteeism	Our school's Attendance Specialist ensures we are in compliance with all attendance requirements and oversees Tier 1 and 2 interventions for attendance.	Due to the work of our Attendance Specialist, Allendale has made some of the highest gains in attendance out of all elementary schools within our district. Our attendance data shows that our strategies have been effective. As of January 2025, Allendale reduced its percentage of student chronic absenteeism from 41% in 2023-24 to 28.3% in 2024-25. We have increased our Average Daily Attendance (ADA) from 87.5% in 2023-24 to 91% in 2024-25.	Based on our improved attendance data, we will continue the strategy that we have used for SY24-25 into SY25-26. To date, we still have 40 students in the Severe Chronic Absence category. We need to add to our strategy to address the needs of these students and families.

Allendale's TSA serves as our instructional coach. She leads professional learning for teachers and early literacy tutors. She also oversees our early literacy program, monitoring data and improving our program implementation.	SBAC ELA Distance from Standard Met	TSA Role Description	Our TSA supervises our literacy work in our school. As of the end of January 2025, 62% of Allendale Kindergarten students, 27% of Allendale 1st grade students, and 57% of Allendale 2nd grade students are meeting the SIPPS Benchmark for their grade level. Due the strategies used, we are on track to surpass the district goal in Kindergarten and 2nd grades and our individual percentages are higher than the average for our network of schools. That said, we need to provide more opportunities to practice phonics, particularly in 1st grade. While we have the structures set up (e.g., foundational skills block) to support this, we need to improve our capacity to implement this strategy.

According to the iReady assessments, we are seeing improvement on the phonics, phonemic awareness and high-frequency word domains. That said, the % of students that are meeting standards is low. | While we feel that our strategies of unpacking assessments in advance and providing coaching support to effectively deliver EL Education and Eureka Math lessons are tWhe right strategies, our team members are not holding this work with fidelity. To ensure we do this fidelity, we are shifting our professional learning structures to hold adults accountable to engaging in these strategies consistently. |

These stipends were used to provide additional planning time for teachers to unpack assessments and plan engaging lessons for students.	SBAC ELA Distance from Standard Met	These funds provide additional planning time for teachers to collaborate to identify the knowledge and skills that students need to be successful in Module 1 of our ELA and Math curricula, anticipate struggles that students will have, and plan intentional supports.	Classroom observational data shows the impact of this investment. Unlike in previous years, all classroom teachers are on pace to teach our full ELA curricula by the end of the school year. This means that all students will be exposed to all ELA standards by the end of the school year. Classroom observational data and student work analysis show that, while all students are exposed to standards, not all students are mastering the standards. Across all grade levels, most students are either Approaching or Below grade-level standards as evidenced by classroom assessment performance.	While we will continue to provide summer planning stipends, the focus of the work will shift from pacing guides to anticipating student struggles and planning scaffolds and supports for them. This will allow teachers to be equipped with tools to support students in advance of instruction to ensure all students are accessing the curriculum during instruction. Principal Towns will schedule time with each teacher team to establish collaborative goals for using the time. Principal Towns will work with each grade-level team to have a planning release day every 2 months.

Refreshements were purchased for parents who attend monthly Coffee with the Principal events.	Student Connectedness to School	These funds provide refreshents for parents who attend monthly Coffee with the Principal events.	Parents have responded positively to having refreshments at events. The main draw for families to attend family engagement events, however, is providing translation.	For SY25-26, we will prioritize more heavily having flyers for events translated in advance, securing translation for events, and ensuring families know that translation will be provided at events. Another important factor that has improved family engagement is having events that are relevant to families at that time of year. Events that involve seeing their children perform, doing something with their child, or discussing a current events issue (e.g., ICE protocols) have all led to increased family participation.
Covers fingerprinting costs for parents who want to volunteer at Allendale.	Student Connectedness to School	Covers fingerprinting costs for parents who want to volunteer at Allendale.	While we have allocated these funds, we have not used any of them this school year. Consequently, we have no data to show if this leads to greater family (or student) connectedness to school or not.	Allendale's School Site Council might re-consider whether we want to continue using these funds in this way for SY25-26.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES		
School:	Allendale Elementary School	**SCHOOL ID:** 101

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

School Goal:	By the end of SY25 - 26, all Allendale 2nd graders will have passed all SIPPS Challenge Mastery Tests, having exited the SIPPS program before 3rd. grade. By the end of SY25 - 26, 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. In addition to maintaining our current phonics support system that has been effective, we will add an additional Foundational Skills block to every Kindergarten, 1st and 2nd grade students' schedule. During this time, teachers will use a centers model to give students additional practice with the phonics skills they need to practice as well as opportunities to apply phonics skills to text (e.g., independent reading). By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Root cause analysis and needs assessment demonstrate that we have not provided students with enough opportunities to practice foundational skills during the school day and apply their phonics skills to text. Root cause analysis and needs assessment demonstrate the following trends across our school: 1.) While everyone was teaching the lessons, it was clear that some teachers had not internalized the learning target that students were expected to master nor how students would show proficiency on that standard during that day's lesson. 2.) Teachers were not clear on how what students were expected to learn during one lesson connected to the skills that students need to demonstrate on the mid- or end-of-unit assessment. 3.) Teachers were teaching the lessons without having considered the struggles that their learners might have during the course of the lesson. Consequently, even if teachers "got through" the lesson activities, exit ticket data showed that too many students were not demonstrating proficiency.

#	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	Maintain our current structure for providing small group instruction to students in Letter ID and SIPPS	All Students	Academic	Tier 1 - Universal
1-2	Strengthen our practices during Foundational Skills Block to ensure that all Kindergarten - 2nd grade students are practicing targeted phonics skills and sight words, and engaging in Accountable Independent Reading and Writing	All Students	Academic	Tier 1 - Universal
1-3	Strengthen our practices during All Block to ensure all 3rd - 5th grade students are practicing independent reading and writing on a daily basis	All Students	Academic	Tier 1 - Universal
1-4	Strengthen after school staff's capacity to teach sight words and Accountable Reading during after school program time	Afterschool Students	Academic	Tier 2 - Supplemental
1-5	Budget 20 hours of extended contract planning time for each teacher to do the following: - Participate in shared professional learning around (e.g., academic discourse, writing in the module, etc.) and apply to planning; use Curriculum Companion as a guide. - Unpack each assessment in Unit 1 of ELA and Math - Anticipate struggles that students will have - Create supports and scaffolds for students to demonstrate proficiency Principal Towns will schedule time with each teacher team to establish collaborative goals for using the time. Principal Towns will work with each grade-level team to have a planning release day every 2 months.	All Students	Academic	Tier 1 - Universal
1-6	Use Professional Learning Time to build teachers' capacity to internalize the Read-Think-Talk-Write framework within EL Education and analyze/respond to student work	All Students	Academic	Tier 1 - Universal
1-7	Explore shifting our current Social Studies/Engineering enrichment to FOSS Science	All Students	Academic	Tier 1 - Universal
1-8	Continue to develop and formalize an Instructional Leadership Team to develop professional learning on comprehension strategies for teachers	All Students	Academic	Tier 1 - Universal

#	STRATEGY/ACTIVITY	STUDENTS SERVED		
1-9	Partner with Families in Action to build a group of parent leaders, who will learn how reading is taught and be able to lead efforts at Allendale to support other families in understanding how reading is taught	All Students	Academic	Tier 1 - Universal
1-10	Train each PLC team on how to establish community agreements, protocols for facilitating effective PLC meetings - Student work analysis - Unpacking assessments	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	As of January 2025, we can see a gap between the reading achievement between: (a) non-English Learners and English Learners, and (b) students with disabilities and students without disabilities. According to the iReady Typical Growth report, (a) only 38% of typical growth was achieved among English Learners whereas 61% was achieved among non-English Learners. Similarly, (b) only 36% of typical growth was achieved among students with disabilities whereas 52% was achieved among non-disabled students. Our goal is to narrow the gap between these subgroups during SY25-26. As of March 2025, we have students in Grades 1 and 2, who are behind the phonics goals we have in LCAP Goal 1. We also have students in Grades 3 and 4, who still need phonics support. Over the next year, we will implement practices to accelerate these students' learning.
Identified Need:	**PK/TK Early Literacy work** **Students with IEPs** **ELLs** - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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	Build teacher capacity to implement Designated ELD and All Block regularly to improve student reading and writing skills	English Learners	Academic	Tier 1 - Universal
2-2	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 students' English skill development	Low-Income Students	Academic	Tier 2 - Supplemental
2-3	After school leadership works with school leadership to develop a system to target the Severely Chronically Absent students		Academic	Tier 1 - Universal

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-4	Provide summer training for SCP teachers to: (a) build relationships with classroom support staff; (b) create a shared vision of what an excellent classroom looks like, and (c) lead weekly planning meetings with paraprofessional staff.	Low-Income Students	Academic	Tier 2 - Supplemental
2-5	Hire a Noon Supervisor (or Student Support Specialist) to provide transportation to school for students in the Severly Chronic Absence attendance band.	Low-Income Students	Academic	Tier 3

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

School Goal:	**Proactive measures** **1.)** Build on our current culture to create a culture of higher academic and behavioral expectations for all students **2.)** Ensure all teachers have skills to proactively address discipline issues and that out of classroom staff understand how to respond effectively when students need to leave class temporarily. **Reactive measures** 1.) Reduce the gap between chronic absenteeism rates in the early grades (PK, TK and Kindergarten) and the older grades 2.) As of March 2025, there are 40 students who are severly chronically absent. Our goal is to reduce that number to 20 students. 3.) Build an anti-bullying culture where all students, staff and families have a shared understanding of actions to take to prevent bullying. 4.) Increase the diversity of families who attend various events, ensuring that families who speak non-English have access to all school events. 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%

Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	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	CSM trains teachers on how to have effective attendance-related conversations during family conferences	Low-Income Students	Academic	Tier 1 - Universal
3-2	Launch our Tier 3 attendance interventions after the first 6 weeks to begin proactively supporting our most severly chronically absent students and families from the beginning of the year	Low-Income Students	Academic	Tier 3
3-3	Discuss attendance during home visits to incoming families, at events, and at student registration	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	Establish a Black family/staff group to create a "village" mentality for our Black students	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	Devote additional funding towards translation to ensure all families know how to participate in their child's education	Low-Income Students	Behavioral	Tier 1 - Universal
3-8	Formalize a family volunteer system to give families regular opportunities to support at Allendale	Low-Income Students	Academic	Tier 1 - Universal
3-9	Use Tiger Townhalls to address teasing and anti-bullying work			
3-10	Establish the Allendale School Store to celebrate students who demonstrate our school values	Low-Income Students		

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

School Goal:	By May 2026, Allendale staff will improve their communication and follow up when missing meetings. In addition, they will grow their professional skills based on areas of need at our school.

By May 2026, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

By May 2026, according to staff survey results, there will be greater communication and support among Allendale staff across roles. For example, teachers and support staff will have stronger communication. Additionally, 80% of teachers will report having an enjoyable experience with instructional coaching. |

Identified Need:	Since Allendale's staff is generally stable and diverse, our focus needs to be on the **high-quality** component of this goal. Here are some areas of need based on Principal observation: **Communication and professional responsibility --** 1.) When staff miss work, they need to have substitute plans (if a teacher or), communicate with the full staff or select colleagues who will be impacted by their absence. Staff are good about communicating with the Principal, but not with one another. 2.) When staff miss meetings, they need to get the information and follow through on their action steps. **Intra-colleague communication --** Over the years, staff have reported that there is a greater need to break down walls and establish trust among staff of different roles and between staff and leadership. There are staff friendships and strong collegial bonds within pockets, but our culture is not where there is strong communication across the board. **Professional skills --** 3.) Teachers need to regularly unpack units of instruction in advance of teaching. Currently, the Principal has to hold space for teachers to do that work. Our next move as a school that teachers work together to figure out when they need to unpack. 4.) Even though they represent the majority of the staff, classified staff at Allendale have relatively few opportunities to build their professional knowledge and skills. 5.) Special education classroom teams and ECE classroom teams need support with how to collaborate and communicate effectively. 6.) Teachers report wanting to have greater autonomy over their professional focus. Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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	At the first staff meeting, Principal leads an activity for staff to brainstorm with whom they need to comunicate when absent, create emergency substitute plans, etc. Principal reinforces as needed.	All Students	Academic	Tier 1 - Universal

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-2	Principal communicates staff responsibilities at BOY PD and follows up with staff who miss meetings throughout the year	All Students	Academic	Tier 1 - Universal
4-3	Principal and TSA provide time for teachers to calendar when they will unpack assessments at the beginning of PD time on ongoing basis	All Students	Academic	Tier 1 - Universal
4-4	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	Academic, SEL, Behavioral	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	Principal earmarks funding for classroom team collaboration series before the start of the year and during the school year	All Students	Behavioral	Tier 1 - Universal
4-7	Principal and TSA write a long-term plan of how to provide more autonomy within professional learning structures while meeting the schoolwide needs of students and teachers	All Students	Academic	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 a Black family/staff group to create a "village" mentality for our Black students	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Establish partnership with Kingmakers of Oakland to provide instruction on accountability and responsibility to Black boys	African American	Behavioral	Tier 1 - Universal
5-3	Meet with Black staff members to build a shared understanding of our role in creating a comprehensive system of support (with high expectations) for all Black students on campus	African American	SEL / Mental Health Academics	Tier 1 - Universal
5-4	Formalize family volunteer program to provide opportunities for all families, particularly Black families, to volunteer at Allendale	All Students	Academics	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				*Stages and Actions for ELD Implementation*
#	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 2025-26 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
Funds will be used to hire and provide training for program leaders to provide literacy instruction to students during after school hours. Program leaders will teach students approrpiate sight words for their grade level and facilitate accountable independent reading three times per week. This will support LCAP Goal 1 of improved literacy skills.	$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Strengthen after school staff's capacity to teach sight words and Accountable Reading during after school program time	101-1
Funds will be used to hire and provide training for program leaders to provide literacy instruction to students during after school hours. Program leaders will teach students approrpiate sight words for their grade level and facilitate accountable independent reading three times per week. This will support LCAP Goal 1 of improved literacy skills.	$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Strengthen after school staff's capacity to teach sight words and Accountable Reading during after school program time	101-2
This funds a Performing Arts teacher at Allendale to work with all of our students. In addition to improving school culture, it had led to increased student attendance as it is a motivator for students to attend school.	$58,316	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10139	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.35			Continue schoolwide attendance challenges by classroom or grade level	101-3
Provides funds for supplies for our Visual and Performing Arts programs.	$8,153	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Continue schoolwide attendance challenges by classroom or grade level	101-4
This funds part of a position for a Social Studies and Engineering teacher to ensure all students get more STEM experiences.	$16,038	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	1629	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Explore shifting our current Social Studies/Engineering enrichment to FOSS Science	101-5
This funds a Performing Arts teacher at Allendale to work with all of our students. In addition to improving school culture, it had led to increased student attendance as it is a motivator for students to attend school.	$108,301	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	10139	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.65			Continue schoolwide attendance challenges by classroom or grade level	101-6
Unallocated	$89,995	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			n/a	101-7
"This funds a Physical Education teacher at Allendale to work with all of our students. In addition to improving school culture, it had led to increased student attendance as it is a motivator for students to attend school."	$55,666	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Continue schoolwide attendance challenges by classroom or grade level	101-8

PROPOSED 2025-26 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
This funds a Visual Arts teacher at Allendale to work with all of our students. In addition to improving school culture, it had led to increased student attendance as it is a motivator for students to attend school.	$20,010	California Community Schools Partnership Program Carryover	1105	Certificated Teachers' Salaries	10043	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Continue schoolwide attendance challenges by classroom or grade level	101-9
This funds an Instructional Coach, who can support teachers in their implementation of the EL Education curriculum. This connects to LCAP Goal 1 around improving all students' reading comprehension and writing skills.	$77,161	California Community Schools Partnership Program Carryover	1119	Certificated Teachers on Special Assignment Salaries	New Position 05	10-Month Teacher on Special Assignment (TSA)	0.5			Strengthen our practices during All Block to ensure all 3rd - 5th grade students are practicing independent reading and writing on a daily basis	101-10
This funds a Community Schools Manager, who will continue to strengthen our school's Tier 1 attendance practices. Two new areas of focus next year will be on reducing the number of students who are Severely Chronically Absent and improving our school culture.	$43,494	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	New Position 01	11-Month Community School Manager	0.25			Continue schoolwide attendance challenges by classroom or grade level	101-11
Unallocated	$9,334	California Community Schools Partnership Program Carryover	4399	Unallocated	n/a	n/a	n/a			n/a	101-12
Funds will be used to hire and provide training for program leaders to provide literacy instruction to students during after school hours. Program leaders will teach students approrpiate sight words for their grade level and facilitate accountable independent reading three times per week. This will support LCAP Goal 1 of improved literacy skills.	$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			After school leadership works with school leadership to develop a system to target the Severely Chronically Absent students	101-13
Funds will be used to hire and provide training for program leaders to provide literacy instruction to students during after school hours. Program leaders will teach students approrpiate sight words for their grade level and facilitate accountable independent reading three times per week. This will support LCAP Goal 1 of improved literacy skills.	$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Strengthen after school staff's capacity to teach sight words and Accountable Reading during after school program time	101-14

PROPOSED 2025-26 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
This funds summer extended contract hours for teachers to plan their year-long scope and sequence, unpack the first assessments of the year, and engage in lesson planning.	$5,200	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Budget 20 hours of extended contract planning time for each teacher to do the following: - Participate in shared professional learning around (e.g., academic discourse, writing in the module, etc.) and apply to planning; use Curriculum Companion as a guide. - Unpack each assessment in Unit 1 of ELA and Math - Anticipate struggles that students will have - Create supports and scaffolds for students to demonstrate proficiency Principal Towns will schedule time with each teacher team to establish collaborative goals for using the time. Principal Towns will work with each grade-level team to have a planning release day every 2 months.	101-15
Funds overtime opportunities for classified staff to support families in getting onto ParentSquare and conducting home visits. In turn, this will set all of our incoming student up for success for the following school year.	$8,000	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a			Hold orientation over the summer and discuss attendance and support families to get connected to ParentSquare	101-16
Unallocated, will be determined in the fall.	$12,800	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a			n/a	101-17
Funds overtime opportunities for classified staff to support families in getting onto ParentSquare and conducting home visits. In turn, this will set all of our incoming student up for success for the folowing school year.	$10,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Discuss attendance during home visits to incoming families, at events, and at student registration	101-18
This funds an Instructional Coach, who can support teachers in their implementation of the EL Education curriculum. This connects to LCAP Goal 1 around improving all students' reading comprehension and writing skills.	$139,225	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 06	10-Month Teacher on Special Assignment (TSA)	0.9			Use Professional Learning Time to build teachers' capacity to internalize the Read-Think-Talk-Write framework within EL Education and analyze/respond to student work	101-19

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Funds will be used to build parent leadership around reading. Parents will facilitate workshops for other parents on strategies that parents can use with their children at home to effectively read and understand important data reports, such as iReady and DIBELS, and what questions to ask their childrens' teachers.	$4,817	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			Partner with Families in Action to build a group of parent leaders, who will learn how reading is taught and be able to lead efforts at Allendale to support other families in understanding how reading is taught	101-20
Extended Contracts for staff to facilitate family-facing events (e.g., Family Reading Night, Math Night, other workshops)	$1,000	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a		Student Connectedness to School	Devote additional funding towards translation to ensure all families know how to participate in their child's education	101-21
Coffee for Monthly "Coffee with the Principal" and light rfefreshemnts ti increase parent participation.	$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Student Connectedness to School	Devote additional funding towards translation to ensure all families know how to participate in their child's education	101-22
N/A, to be determined in the fall.	$290	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a		Student Connectedness to School	Devote additional funding towards translation to ensure all families know how to participate in their child's education	101-23
Background check fees for Parents	$1,300	Title I, Part A Parent & Family Engagement	5838	Fingerprinting	n/a	n/a	n/a		Student Connectedness to School	Formalize a family volunteer system to give families regular opportunities to support at Allendale	101-24
Extended Contract for teachers for summer planning, coaching, data dives and collaboration time.	$28,615	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		Staff Participation in Foundational Professional Learning	Build teacher capacity to implement Designated ELD and All Block regularly to improve student reading and writing skills	101-25
Central office is only funding 2 Early Literacy Tutors next school year and Allendale currently has 3. In addition, the Central Office will not fund a STIP Substitute Teacher, who historically has provided early literacy instruction to our students.	$43,893	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	New Position 04	Early Literacy Tutor	0.8		i-Ready Reading at or above Mid-Grade	Strengthen our practices during Foundational Skills Block to ensure that all Kindergarten - 2nd grade students are practicing targeted phonics skills and sight words, and engaging in Accountable Independent Reading and Writing	101-26
Attendace specialist to meet with students and parents 1 on 1 regarding student attendance problems; inform, advise or direct students and parents on solving attendance-related problems; refer families and students to community resources and school administrators when necessary.	$29,916	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3322	Attendance Specialist, Bilingual	0.5		Chronic Absenteeism	Launch our Tier 3 attendance interventions after the first 6 weeks to begin proactively supporting our most severely chronically absent students and families from the beginning of the year	101-27

PROPOSED 2025-26 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
Central Office will fund 0.8 FTE of a Case Manager. This would fund the other 0.2, making the position a full-time position. This allows Allendale to maintain its current Case Manager.	$26,817	Title I, Part A Schoolwide Program	2405	Clerical Salaries	9181	Case Manager	0.2		Chronic Absenteeism	Launch our Tier 3 attendance interventions after the first 6 weeks to begin proactively supporting our most severly chronically absent students and families from the beginning of the year	101-28

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, 2024 and will be in effect for the period August 12, 2024 through May 30, 2025.

The school will distribute this policy to all parents on or before September 30, 2024 of the current school year.

Ronald Towns   *Ronald Towns*

Name of Principal   **Signature of Principal**

Date 9/4/2024

Please attach the School-Parent Compact to this document.

School-Parent Compact

Allendale Elementary

2024-2025

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
- Staff 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, 2024, and will be in effect for the period of August 12, 2024 to May 30, 2025.

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, 2024.

Signature of Principal *Ronald Towns*

Date 9/4/2024

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

Strategic Resource Planning (SRP)

Allendale ELEMENTARY SCHOOL
School Site Council Membership Roster
2024-2025

SSC - Officers

Chairperson:	Jessica Gray
Vice Chairperson:	Aaron Rough
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	☑	☐	☐	☐	**N/A**
Ms. Anderson	☐	☑	☐	☐	1st
Isaiah Ichihara	☐	☑	☐	☐	2nd
Jessica Gray	☐	☑	☐	☐	1st
Ms. Allison	☐	☐	☑	☐	1st
Keelah Moore	☐	☐	☐	☑	2nd
Aaron Ruff	☐	☐	☐	☑	2nd
Vonzetta Golson	☐	☐	☐	☑	2nd
Deborah Clay	☐	☐	☐	☑	2nd
Xochilt Cruz-Brizuela	☐	☐	☐	☑	2nd

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

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