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**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 Piedmont Avenue Elementary School

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



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Piedmont Avenue Elementary School  
**CDS Code:** 1612596002117  
**Principal:** Jennifer Heeter  
**Date of this revision:** 4/28/25

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:** Jennifer Heeter

**Position:** Principal

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

**Telephone:** 510-654-7377

**Email:** jen.heeter@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/28/2025

*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:**

Piedmont Avenue Elementary School

**Site Number:**

146

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:** 4/28/2025

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:

Jennifer Heeter

*Principal*

*Jennifer Heeter*

Signature

5/28/2025

Date

Jimmy Crutison

*SSC Chairperson*

*Jimmy Crutison*

Signature

6/10/2025

Date

*SELLS Representative (optional)*

Signature

Date

Leroy Gaines

*Network Superintendent*

*Leroy Gaines*

Signature

5/28/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/28/25

Date

## 2025-26 SPSA ENGAGEMENT TIMELINE

**School Site:** Piedmont Avenue Elementary School **Site Number:** 146

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/28/2024	Title 1 Meeting	Re-introduced the intention behind Title 1 funding and clarified how we have chosen to allocate our funds this school year
9/30/2024	SSC & SELLS	SSC establishment meeting - shared rationale and overview of site plan to illuminate past and current areas
11/5/2024	Instructional Leadership Team	Reviewed our Inquiry and Planning Tool and identified how we will flesh out our practices as aligned to our S
12/9/2024	SSC & SELLS	Completed a SPSA review focused on how we are doing on our schoolwide goals and identifying areas of im
1/6/2025	Teaching and Support Staff	Conducted a mid-year data review to ensure alignment with our goals and revisit where we need additional f
1/13/2025	SSC & SELLS	Reviewed our 25/26 Budget and voted on restricted funds allocations related to positions and programming
2/10/2025	SSC & SELLS	Reviewed our 25/26 Safety Plan and budgetary changes
3/10/2025	SSC & SELLS	Reviewed our 25/26 SPSA
4/28/2025	SSC & SELLS	Approved SPSA and looked at budgetary changes for 25/26.

## 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	\$92,500.01
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$828,289.23

### 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)	\$90,000
Title I, Part A Parent & Family Engagement (#3010)	\$2,500
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$92,500</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$828,289.23</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$26,300
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)	\$375,000
Proposition 28 (Arts & Music in Schools #6770)	\$51,456
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$735,789</b>

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School Name: Piedmont Avenue Elementary School****School ID: 146****CDS Code: 1612596002117****SSC Approval Date:****Board Approval Date:****School Mission and Vision**

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

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

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

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

**School Demographics, 2023-24**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.3%	48.5%	21.7%	0.3%	3.3%	17.2%	81.3%	13.0%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.4%	12.4%	4.2%	1.2%	0.6%	0.3%	78.0%	1.8%	83.3%

**1B: GOALS & IDENTIFIED NEEDS****LCAP Goal 1: All students graduate college, career, and community ready.**

<b>School Goal:</b>	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
<b>Identified School Need:</b>	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	10.0%	22.2%	not available until fall 2025	25.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	48.0%	45.7%	not available until fall 2025	68.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	61.0%	61.2%	not available until fall 2025	71.0%

**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	-47.4	-62.3	not available until fall 2025	-37
SBAC ELA Participation	All Students	95.0%	99.2%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	45.8%	50.4%	not available until fall 2025	56.0%

**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
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SBAC Math Distance from Standard Met	All Students	-70.3	-66	not available until fall 2025	-60
SBAC Math Participation	All Students	98.5%	98.5%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	17.2%	19.6%	not available until fall 2025	27.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	19.5%	22.2%	not available until fall 2025	29.0%
California Science Test (CAST) Participation	All Students	95.3%	100.0%	not available until fall 2025	95.0%

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

<b>School Goal:</b>	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
<b>Identified School Need:</b>	- 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	-83.1	-133.7	not available until fall 2025	-37
SBAC ELA Distance from Standard Met	African American Students	-69.0	-84.0	not available until fall 2025	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	29.6%	52.0%	not available until fall 2025	20.0%

SBAC Math Distance from Standard Met	Special Education Students	-91.8	-110	not available until fall 2025	-60
SBAC Math Distance from Standard Met	African American Students	-83.1	-84.2	not available until fall 2025	-70.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">Stages of ELD Data slides</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	16.7%	5.6%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%		not available until fall 2025	10.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	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	n/a		not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.3%	0.3%	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.2%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	72.2%	46.6%	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	74.3%	51.0%	not available until fall 2025	50.0%

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	79.1%	77.9%	not available until fall 2025	85.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"><li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li><li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li><li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li></ul>	<p>Based on mid-year assessments, our students performing at mid year or above on the iReady diagnostic in Math increased from 9.1% to 22.1% and in English Language Arts from 21.2% to 31.6%.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"><li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li></ul>	<p>Our African American students participate in AAMA and AAFE lessons centered on healthy identity development, the historical experience of Black people in America, social-emotional and social justice, and ancestral greatness as they build their self-confidence, self-awareness, critical thinking, research and literacy skills. As of mid-year, students who identify as Black or African American assessing at grade level or above on the iReady in Math increased from 5.6% to 16.7% and in English Language Arts from 17.1% to 27.5%. Students with IEP's performing at grade level or above increased in Math from 2.2% to 10.2% and in English Language Arts from 4.4% to 10.3%. English Learning students performing at grade level or above increased in Math from 3.7% to 5.0% and in English Language Arts from 8.6% to 10.0%.</p>

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i>  <i>2. An annual suspension rate below 2%</i></p>	<p><i>Since August 2024, we have decreased our Chronic Absenteeism rates by 3% each month, have increased daily attendance rates by 1%, and have kept our annual suspension rate below 1%. We utilize ParentSquare for family communication, as well as social media and newsletters to share our stories and build the home/school connection. Teachers participate in training and discussion in Positive Behavior Supports and Interventions, conflict resolution, non-shame based and non-fear based approaches to student support, the acting out cycle, and trauma-informed practices so that our approach and response to maladaptive behavior is normed and that we are aligned with how to support students within the classroom setting.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>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.</i></p>	<p><i>Teachers participate in school wide committees, such as the Instructional Leadership Team and Culture Lead Team, Faculty Council, and the School Site Council. Teachers engage in school and district professional development that is aligned to our school wide goals, fosters best practices in instruction, supports our understanding of student skill mastery, and sets us up to differentiate and implement instruction based on student need. Our TSA works closely with the ILT, teaching and tutoring staff to ensure programmatic fidelity and support our school wide instructional areas of growth.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <li><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i></li> </ul>	<p><i>Teachers have been analyzing the lesson components of Eureka Math and EL Ed., under the guidance of the school principal and Teacher on Special Assignment, and sharing guiding principals and best practices for student analysis and how that informs instruction. We have a school-wide goal to increase the ratio of student talk to teacher talk to build both student engagement and critical thinking skills. Our student body enters Kindergarten having a varied range of prior school experiences, many having not attended preschool which impacts their readiness for foundational skills. We are prioritizing SIPPS lessons and fidelity of instruction from classroom teachers, OUSD early literacy tutors, and supplemental volunteer tutors. An additional challenge is a historically low rate of attendance amidst our full student body. To address these challenges, our Title I funding supports the full-time position of our TSA, who guides these groups. CCSPP funding supports the full-time position of both our CSM and our Attendance Specialist which focus on increasing student attendance. And funding field trips to give students real-world experiences.</i></p>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <li><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> </ul>	<p><i>Our student body still exhibits a high chronic absenteeism rate across the board. This impacts all subgroups in terms of their i-Ready scores from EOY to EOY. Additionally, we have a high number of absences within our ParaEducator staff, and no access to substitutes, which contributes to inconsistency of support for students with IEP's. We continue to support and monitor staff absences, as well as provide appropriate coverage to ensure our students are getting what they need. Students who have a primary home language other than English represent about 13% of our student body. Through professional development and the sharing of materials and resources, teachers use GLAD (Guided Language Acquisition Design) strategies to support their understanding of English so they are able to access conversation and content.</i></p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Students are faced with many challenges outside of the school setting and so we focus on supporting students holistically within our locus of control. In addition, we aim to support our families with consistent messaging regarding safety, student support, and school programming through ParentSquare, family engagement sessions, and conferencing. Our CSM and Attendance Specialist work closely together to monitor patterns in attendance and provide direct outreach to families to verify attendance and determine what community needs in order to get their children to school.</p>
LCAP Goal 4:	<p>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.</p>	<p>Our new teachers have access to the district focused new teacher professional development and there is tension between attending those and accessing site-specific programming and support. We are working to find the balance between these levels of support, as both are very important, and how to navigate transportation to the offsite sessions for staff who need and choose it. Both our TSA and CSM work to get new teaching staff acclimated to school culture as well as on board with district platforms, programming, and pacing. This continues to be a heavy lift, but the more comfortable the leadership team gets in our roles, the more seamless and supportive this will be.</p>

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

Piedmont Avenue 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.

We still aim to improve overall attendance school wide. We have made progress where this is concerned. As of now, we are on track to meet our year end goals. We will continue to build connections with families about the importance of attendance in terms of physical, social, emotional, and academic growth for students. Our CSM works closely with our Attendance Specialist to verify absences, analyze our data to identify patterns, provide direct outreach for families, and hold SART meetings in order to increase our attendance rates. Our TSA works closely with our Instructional Leadership Team and Principal to implement instructional best practices and programmatic fidelity. While we still hold a school wide goal to improve our math data, our primary focus is on building literacy and foundational reading skills. With a leadership team new to our roles, we are centering student support and their experiences and will continue to grow our family engagement bandwidth as the year progresses.

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

As stated above, we are on track to meet our attendance goal, as well as our chronic absenteeism and suspension goals. Our English Language Arts scores are improving overall from fall to mid-year as shown on the iReady as compared to last year at this time. We are still focused on Math improvement through professional development, pacing support, increasing the ratio of student talk to teacher talk, and planning with universal design principles in mind.

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.

After reviewing our district and school-wide literacy data, we are heightening our focus on foundational skills and literacy development. We utilize the support of three literacy tutors and want to ensure we are leveraging their support and expertise to the best of our abilities.



## 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Cost for entry and transportation to field trips	College/Career Readiness	Offers students the opportunity to explore the local and broader community through formal and informal programming at sites connected to instruction. Every grade level will use Title 1 funding to support these outings.	Teachers plan field trips based on curricular themes or goals. Engagement and family/caregiver participation has been high during these outings. Last year, 13 out of 14 classrooms participated in offsite field trips using Title 1 funding.	We will prioritize the same amount of Title 1 funds for field trips next school year. We will also meet just before the school year begins to align trips to content ensure that we are maximizing the use of buses and all students have the opportunity to attend.
Funding to increase the Teacher on Special Assignment position to full time in order to provide school wide direction and coaching in ELA and Math	Reading Inventory (RI) Multiple Years Below Grade Level	Supports instruction through pacing, coaching, and sharing best practices in ELA and Math	Our TSA supports our Instructional Leadership Team and Professional Development Cycles in both ELA and Math. While we started the year continuing with school wide math goals, we have pivoted to honing in on foundational literacy skills for our students. Our classroom observations are illuminating more structure and task aligned to schedule, so we are focusing on consistency and rigor. Student who are mid-above grade level on i-Ready reading went from 10.4% to 19.3% from fall to mid-year.	We will continue to prioritize the position, as well as what external supports and organizational tools needed to make the role as efficient and impactful as possible. The TSA and Principal will support the ILT in planning professional development and professional learning communities, as well as teacher observations and coaching cycles.

Food and drinks served during school events	Student Connectedness to School	Student and family participation increases in school-related events when food is provided	Due to a new leadership team, we are pacing ourselves to prioritize activities and planning directly serving students, but plan to host Family/Principal Coffee and Family Engagement Sessions throughout the spring. Our PTA has hosted a couple of in person events and provided food for those.	Utilize the support and expertise PTA to plan and orchestrate family engagement opportunities.
Books purchased to enhance family education and involvement, or non-curricula related content in classrooms	Staff Participation in Foundational Professional Learning	Funding supports books outside of our curricular programming for family engagement and education, breadth of knowledge for students on specific content, and professional development for staff	As with last year, additional texts are used to enhance our EL Ed curriculum, as well as social-emotional support within our classroom settings. We are also aiming to provide additional supports through literature and content alignment for our English Language Learners. Based on our goal for enhancing foundational literacy skills, we will also ensure that we have books for families to use at home that support practice with their children. Student who are mid-above grade level on i-Ready reading went from 10.4% to 19.3% from fall to mid-year.	We will continue to purchase books to augment classroom libraries. We will continue to analyze our EL Ed curriculum to determine areas of growth and the places where we supplement our curriculum with alternative but related text. We will continue to support the PTA led Readathon and acknowledge students for academic growth goals as well as Shining Star Characteristics.

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b>		Piedmont Avenue Elementary School	<b>SCHOOL ID:</b>	146
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<a href="#">Click here for guidance on SPSA practices</a>	
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		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		
<b>Identified Need:</b>		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."		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
1-1	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study) Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly. The principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, coaching, and student data.	African American Students	Academic	Tier 1 - Universal
1-2	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Teachers will use Math Centers to differentiate math instruction, with a focus on GATE students.	All Students	Academic	Tier 2 - Supplemental
1-3	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	English Learner Students	Behavioral	Tier 2 - Supplemental
1-4	Teachers and staff (Case Manager, Attendance Specialist, and Community School Manager) will support teachers with low attendance rate by making phone calls, arrange parent meetings to discuss the importance of regular and on time attendance	Low Income Students	SEL / Mental Health	Tier 3 - Intensified

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

<b>School Goal:</b>	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
<b>Identified Need:</b>	- 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	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	All Students	Academic	Tier 1 - Universal
2-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Teachers will hold a TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten.	Low Income Students	Academic	Tier 1 - Universal
2-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and culturally and linguistically responsive pedagogy. The school will partner with community organizations to provide additional reading support to students who are low performing that come from low-income families.	African American Students	Behavioral	Tier 2 - Supplemental
2-4	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Low Income Students	SEL / Mental Health	Tier 3 - Intensified

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

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		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	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Students who are performing far below grade level in reading will be provided an SST to support families with attendance issues and students will be considered for Piedmont Avenue Reading Tutors (PART) and/or After School Program.	Low-Income Students	SEL / Mental Health	Tier 2 - Supplemental
3-2	The community school manager and the attendance specialist will reach out to families to form strong partnerships about regular school attendance and on time arrival.	African American Students	SEL / Mental Health	Tier 3 - Intensified
3-3	All teachers and support staff will know the 3Bs, Be Safe, Be Responsible, Be Respectful and the MOSAIC monthly core values. All 4th grade students will be given the opportunity to participant in the week long MOSAIC camp to learn about mutual respect, open-mindedness, self-respect, attitude of positivity, individuality and community.	Low-Income Students	Behavioral	Tier 1 - Universal
3-4	We will also provide therapeutic and mental health supports through our school social worker and our outside partner, A Better Way, to qualified students and families. We will extend services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., youth receiving support from the foster care system, or youth currently living unhoused. The community school manager will hold weekly attendance meetings, COST meetings to plan strategies for improving attendance of students with truancy concerns.	African American Students	SEL / Mental Health	Tier 3 - Intensified

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

<b>School Goal:</b>	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.
<b>Identified Need:</b>	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	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	All Students	Academic	Tier 1 - Universal
4-2	Our Teacher on Special Assignment supports both mathematics and literacy. They will plan professional development and lead the professional learning communities to review data and track progress to align instruction with the pacing guides. We have been utilizing the district's new teacher professional development to augment onsite content and give new teachers additional support. In analyzing our iReady data schoolwide, we see that our biggest area of growth in language arts is comprehension, specifically with informational text. This will be a focal point in our schoolwide planning.	All Students	Academic	Tier 1 - Universal
4-3	Teachers will attend professional development to learn about culturally and linguistically responsive Teachers will inform our school teams about the culture and practices of our diverse student population. Teachers will serve on the OUSD hiring team to help select faculty members that reflect our student population. We are utilizing the Caring School Community programming to support both class and school community building as well as build consistency with our PBIS systems and approach.	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	Teachers will be intentional about engaging African American students in academic discussions during mathematics instruction. Principal will observe classes and give feedback and coaching about the level of engagement of African American students during mathematics instruction. AAFE and AAMA programs implemented for grades 3-5 with weekly class schedules and lesson plans. We will be structuring the program differently next year to include ongoing meetings with students who need more social/emotional support, check in-check out systems with students to build engagement and accountability, and support with high-achieving Black male students to extend their learning and develop leadership skills.	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Teachers will use parent conference during the first week of school, October and March to communicate the academic achievement concerns of African American and all students. Parents will be encouraged to attend Family Reading and Math nights, parent education sessions, and math information sessions	African American	Academic	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	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	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. In all grades we will differentiate Language Arts instruction for our English Language Learners, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction with SIPPS, EL and iReady Online reading programs. The TSA will teach designated ELD and implement the ELPAC assessments.	English Learner Students	Academic	Tier 1 - Universal
6-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Teachers will integrate GLAD (Guided Language Acquisition Design) and culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	English Learner Students	Behavioral	Tier 2 - Supplemental



**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number:** 146

**School:** Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and after school supervision.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	146-1
Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and after school supervision.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	146-2
Funding supports a full-time position for our music teacher. Each student receives weekly instruction in music composition, rhythm, song, and in playing a variety of instruments. Students showcase their learning each month to their peers through our Shining Star assemblies, and twice annually to families and caregivers in evening concerts. Music instruction supports theoretical and historical understanding of music but also offers an outlet for creativity, social/emotional processing, and builds community.	\$20,951	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10099	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	146-3
Funding supports a full-time position for our music teacher. Each student receives weekly instruction in music composition, rhythm, song, and in playing a variety of instruments. Students showcase their learning each month to their peers through our Shining Star assemblies, and twice annually to families and caregivers in evening concerts. Music instruction supports theoretical and historical understanding of music but also offers an outlet for creativity, social/emotional processing, and builds community.	\$9,777	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	146-4

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number:** 146

**School:** Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funding supports a full-time position for our music teacher. Each student receives weekly instruction in music composition, rhythm, song, and in playing a variety of instruments. Students showcase their learning each month to their peers through our Shining Star assemblies, and twice annually to families and caregivers in evening concerts. Music instruction supports theoretical and historical understanding of music but also offers an outlet for creativity, social/emotional processing, and builds community.	\$20,728	Arts & Music in Schools (Proposition 28)	4399	Unallocated	n/a	n/a	n/a			Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study) Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly. The principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, coaching, and student data.	146-5
Funding supports an on site Social Worker which benefits students whose learning is impacted due to circumstances outside of their control. The position increases student capacity and engagement by providing targeted intervention for students who need it. They will support check-in's, case management, attendance and COST related tasks, provide mental health services, social skills groups, and school-wide professional development.	\$141,883	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9171	Social Worker	1.0			We will also provide mental services through our school therapeutic social worker and the Better Way behavior support program to qualified students and families. We will extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth. The community school manager will hold weekly attendance meetings, COST meetings to plan strategies for improving attendance of students with truancy concerns.	146-6

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number:** 146

**School:** Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funding supports transitioning from a part-time to full-time Attendance Specialist. Increasing our average daily attendance and decreasing our chronic absenteeism rates are large areas of focus for us and this position is critical for making progress in this realm. Our Attendance Specialist supports and improves school culture by building relationships, uncovering barriers to student attendance, and collecting and analyzing student, staff, and family culture and climate data.	\$29,361	California Community Schools Partnership Program	2205	Classified Support Salaries	2057	Attendance Specialist	0.5			Teachers and staff will support teachers with low attendance rate by making phone calls, arrange parent meetings to discuss the importance of regular and on time attendance	146-7
Expenditure supports work with The Teaching Well to build a sense of belonging and strengthen attendance rates for all of our students, but specifically targeting students who are experiencing obstacles in getting to school.	\$33,069	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Teachers will attend professional development to learn about culturally and linguistically responsive Teachers will inform our school teams about the culture and practices of our diverse student population. Teachers will serve on the OUSD hiring team to help select faculty members that reflect our student population.	146-8
Expenditure supports platforms that foster a sense of belonging and strengthen attendance rates for all of our students, but specifically targeting students who are experiencing obstacles in getting to school.	\$15,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			The community school manager and the attendance specialist will reach out to families to form strong partnerships about regular school attendance and on time arrival.	146-9
Expenditure covers admission fees for all students to attend offsite field trips and obtain meaningful and real life skills, builds background knowledge through experience, and foster a stronger classroom community and connection to school.	\$5,688	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a			Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	146-10

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number:** 146

**School:** Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funding staffs a full-time Community School Manager (CSM) who is responsible for fostering a safe, positive, strong, and joyful school culture. Our CSM supports all students at Piedmont Avenue Elementary by increasing student and family engagement through our PBIS (Positive Behavior Intervention and Supports) and COST (Coordination of Services Team) processes, family engagement events, improving attendance and enrollment, and supporting a sense of belonging for all students and families.	\$86,988	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.5			The community school manager and the attendance specialist will reach out to families to form strong partnerships about regular school attendance and on time arrival.	146-11
Expenditure supports platforms that foster a sense of belonging and strengthen attendance rates for all of our students, but specifically targeting students who are experiencing obstacles in getting to school.	\$19,545	California Community Schools Partnership Program Carryover	4399	Unallocated	n/a	n/a	n/a			The community school manager and the attendance specialist will reach out to families to form strong partnerships about regular school attendance and on time arrival.	146-12
Funding supports a contract with Ball for Life, an outside contractor that offers recess and physical education instruction and organization, with a focus on mindfulness and social/emotional learning. Ball for Life works with every child on campus, and also provides staff development and a family newsletter.	\$43,467	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			We will also provide mental services through our school therapeutic social worker and the Better Way behavior support program to qualified students and families. We will extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth. The community school manager will hold weekly attendance meetings, COST meetings to plan strategies for improving attendance of students with truancy concerns.	146-13

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number:** 146

**School:** Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and after school supervision.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study) Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American student population. An African American Male Achievement (AAMA) staff member to provide targeted support to our African-American students. He will provide small group instruction to African American students twice weekly. The principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, coaching, and student data.	146-14
Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and after school supervision.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Teachers and staff will support teachers with low attendance rate by making phone calls, arrange parent meetings to discuss the importance of regular and on time attendance	146-15
This expenditure supports professional development, participation on school committees (both the Instructional Leadership and Culture Leadership Teams), and work done on special projects that support schoolwide endeavors. This work supports our entire student body.	\$19,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and culturally and linguistically responsive pedagogy. The school will partner with community organizations to provide additional reading support to students who are low performing that come from low-income families.	146-16

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number:** 146

**School:** Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
This expenditure supports professional development, participation on school committees (both the Instructional Leadership and Culture Leadership Teams), and work done on special projects that support schoolwide endeavors. This work supports our entire student body.	\$7,300	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. In all grades we will differentiate Language Arts instruction for our English Language Learners, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction with SIPPS, EL and iReady Online reading programs. The TSA will teach designated ELD and implement the ELPAC assessments.	146-17
This expenditure supports professional development, participation on school committees (both the Instructional Leadership and Culture Leadership Teams), and work done on special projects that support schoolwide endeavors. Particular focus paid to our students who qualify for free and reduced price lunch, who have primary languages other than English, and who receive Special Education services.	\$1,000	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		College/Career Readiness	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-18
Funding supports building engagement at family information sessions and events. Particular focus paid to our students who qualify for free and reduced price lunch, who have primary languages other than English, and who receive Special Education services.	\$1,500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Student Connectedness to School	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Students who are performing far below grade level in reading will be provided an SST to support families with attendance issues and considered these students for Piedmont Avenue Reading Tutors (PART), Reading Partners and/or After School Program.	146-19

[illegible]

## PROPOSED 2025-26 SCHOOL SITE BUDGET

**Site Number:** 146

**School:** Piedmont Avenue Elementary School

[illegible]



## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Piedmont Avenue Elementary School

**Site Number:**

146

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:** 4/28/2025

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:

Jennifer Heeter

*Principal*

*Jennifer Heeter*

Signature

5/28/2025

Date

Jimmy Crutison

*SSC Chairperson*

*Jimmy Crutison*

Signature

6/10/2025

Date

*SELLS Representative (optional)*

Signature

Date

Leroy Gaines

*Network Superintendent*

*Leroy Gaines*

Signature

5/28/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/28/25

Date



## **School-Parent Compact**

### **Piedmont Avenue Elementary School**

### **2024-25**

*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 2024-25 school year.*

#### **School Responsibilities**

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - Provide math instruction that develops critical thinking, procedural and conceptual skills. Focus on learning basic facts; academic discussions and problem solving in multiple ways.
  - Provide ELA instruction with a focus on writing with citing evidence.
  - NGSS Science class with hands - on learning.
  - Technology skills using cross content curriculum.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - The first parent-teacher conference week will be October 7-11. Parents will be given the opportunity to meet with each child's teacher privately to discuss student progress. We will have additional minimum days during this time.
  - The second parent-teacher conference week will be March 10-14. Parents will be given the opportunity to meet with each child's teacher to discuss student progress. We will have additional minimum days during this time.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - Teachers will communicate with parents via email, Parent Square or phone calls to give updates about students' progress.

- Report Cards will be given three times in the year.
- District assessment data will be reflected in the report cards.

**4) Provide parents reasonable access to staff.**

- Parents can request additional conferences with teachers. In addition, each teacher has a weekly conference/preparation period in which can be devoted to parent conferences.
- Teachers may provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.

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

- Parents/guardians are welcome to visit classrooms to observe. Please reach out to your teacher in advance to schedule a time that works. Check in at the office to receive a visitor's pass.
- All parents are invited to volunteer and participate in PTA sponsored and all other school wide events.

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

- All parents are invited to the Literacy Night led by our after school program.
- All families are invited to Family Math Night, led by Mathnasium and sponsored by our PTA.

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

- All teachers and staff members will have professional development about the importance of communicating with parents and how to welcome and engage them into the school environment.

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

- Messages sent via Parent Square in addition to a monthly bulletin sent by teachers will be used to communicate with family members about school events.
- Parents can request information to be translated into additional languages.
- Parents can request translation services for meetings.

## **Teacher Responsibilities**

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

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

**Parent Responsibilities**

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

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

**Student Responsibilities**

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

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

This Compact was adopted by the Piedmont Avenue Elementary on August 28, 2024 and will be in effect for the period of the 2024-25 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 20, 2024.

Signature of Principal \_\_\_\_\_*Jennifer Heeter*\_\_\_\_\_

Date \_\_\_\_\_*8/30/24*\_\_\_\_\_



## **Title I, Part A School Parent and Family Engagement Policy 2024-25**

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

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

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

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

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

- Holding Parent-Teacher Conferences twice per year.
- Sending Report Cards three times a year.

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

- Family Literacy Night
- Family Mathematics Nights
- Lights On Afterschool Reading Night

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

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

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

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

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

- Monthly School News Bulletins sent home about upcoming school events.
- Sending emails via Parent Square by the principal and teachers about school and classroom events.

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

- Information presented at Report Cards, SSC Meetings, Parent Square and Data Bulletin Boards.

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

- Using translation services to provide information in English and Spanish.

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

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

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

- Having parents sign up and make appointments
- Engaging parents to participate at PTA and SSC meetings.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Adoption**

This policy was adopted by the Piedmont Avenue School on August 28, 2024 and will be in effect for the period of August 12, 2024 through May 30, 2025.

**The school will distribute this policy to all parents on or before September 20, 2024.**

**Signature of Principal:** \_\_\_\_\_ *Jennifer Heeter* \_\_\_\_\_

**Date:** \_\_\_\_\_ *8/30/24* \_\_\_\_\_

Please [attach the School-Parent Compact to this document.](#)



## Strategic Resource Planning (SRP)



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

## Piedmont ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	<b>La’Cole Martin</b>
Vice Chairperson:	<b>Jimmy Crutison</b>
Secretary:	<b>Rachel Martin</b>

### 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?)
Jen Heeter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Michelle Duff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Rachel Martin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Merany Matthews	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Lisa Lefrak-Newby	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Mareme Samb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
April Shavers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sophia Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
La’Cole Martin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Jimmy Crutison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

#### SSC Meeting Schedule:

(Day/Month/Time)

2nd Tuesday of the month

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

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

