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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Allendale Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Allendale Elementary School

2026-27 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: 4/27/2026

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

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

Signatures:

Ronald Towns <hr/> <i>Principal</i>	<i>Ronald Towns</i> <hr/> Signature	<hr/> 4/27/2026 <hr/> Date
Aaron Ruff <hr/> <i>SSC Chairperson</i>	<i>Aaron Ruff</i> <hr/> Signature	<hr/> 4/27/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Leroy Gaines <hr/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr/> Signature	<hr/> 04/28/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 4/28/26 <hr/> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/15/2025	SSC & SELLS	Reviewed SPSA goals and strategies
12/15/2025	SSC, SSC & SELLS	Conducted mid-year or final SPSA review
12/15/2025	SSC & SELLS	Discussed proposed expenditures and priorities
1/26/2026	SSC	Facilitated group feedback on SPSA sections
1/26/2026	Faculty	Reflected on instructional practices and supports
1/26/2026	Faculty	Collected input for next year's SPSA draft
1/26/2026	Faculty	Reflected on progress and challenges
2/4/2026	SPED families	Collected input for next year's SPSA draft
2/18/2026	Other	Reviewed SPSA goals and strategies
3/4/2026	Faculty	Reflected on progress and challenges

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$198,240.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$845,291.01

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 Resource 3010	\$194,700
Title I Parent & Family Engagement Resource 3010	\$3,540
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$198,240

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$845,291.01

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$35,100
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$252,413
Proposition 28 (Arts & Music in Schools) Resource 6770	\$75,320
SUBTOTAL OF STATE & LOCAL FUNDING:	\$647,051

2026-27 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:	6/24/2026

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
45.9%	24.5%	51.4%	1.6%	2.7%	19.3%	97.8%	40.8%	1.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
54.1%	4.1%	9.5%	1.4%	0.5%	1.9%	97.6%	15.8%	87.1%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	<p>Kindergarten: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 13% met or exceeded standards on the Phonemic Awareness subtest (PSF) and 17% met or exceeded standards on the Nonsense Word Fluency (NWF). By May 2027, 50% of these students, when in 1st grade, will meet or exceed standards on both subtests.</p> <p>1st Grade: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 21% met or exceeded standards on the Phonemic Awareness subtest (PSF) and 33% met or exceeded standards on the Nonsense Word Fluency (NWF - Decoding). By May 2027, 60% of these students, when in 2nd grade, will meet or exceed standards on both subtests.</p> <p>2nd Grade: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 50% met or exceeded standards on the Nonsense Word Fluency (NWF - Decoding). and 64% met or exceeded standards on the Oral Reading Fluency (ORF - Accuracy). By May 2027, 80% of these students, when in 3rd grade, will meet or exceed standards on both subtests.</p> <p>3rd Grade: We are still awaiting the results from the DIBELS Oral Reading Fluency (ORF - Accuracy) and Maze for 3rd - 5th grade students. By May 2027, however, our goal is that 90% of students meet or exceed standards on the DIBELS Oral Reading Fluency. On the MOY iReady assessment for SY25-26, 26% of 3rd grade students met or exceeded standards on the Reading Comprehension Domain. By May 2027, 40% of these students, when in 4th grade, will meet or exceed standards within this domain.</p> <p>4th Grade: We are still awaiting the results from the DIBELS Oral Reading Fluency (ORF - Accuracy) and Maze for 3rd - 5th grade students. By May 2027, however, our goal is that 90% of students meet or exceed standards on the DIBELS Oral Reading Fluency. On the MOY iReady assessment for SY25-26, 19% of 4th grade students met or exceeded standards on the Reading Comprehension Domain. By May 2027, 40% of these students, when in 5th grade, will meet or exceed standards within this domain.</p> <p>5th graders will have graduated.</p>
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Identified School Need:	According to research, 75% of comprehension challenges are a direct result of poor reading fluency. We see the need to focus on fluency in both our DIBELS data as well as iready. As a result, our 2 school priorities are reading fluency and reading comprehension .
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Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	31.7%	23.5%	15.4%	47%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	24.1%	42.0%	45.1%	39%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	54.9%	72.7%	67.9%	70%	60%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-89.3	-94.1	-97.3	-74.30	-75.0
SBAC ELA Participation	All Students	95.6%	96.9%	100.0%	95.0%	98.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	50.3%	52.7%	39.9%	52.8%	40.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	-92.3	-99.3	-107.1	-77.3	-92.3
SBAC Math Participation	All Students	92.3%	92.3%	98.8%	95.0%	99.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.1%	21.8%	8.2%	17.1%	30.0%

California Science Test (CAST) Participation	All Students	96.0%	96.5%	100.0%	95.0%	100.0%
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LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May 2027, all students in SCP classrooms will experience core curriculum in ELA and Math on a daily basis. Teachers will have a system to regularly collect and act on data on student curriculum and IEP goal progress. During IEP meetings, families will know their child's IEP goal progress and there will be clear next steps based on the data.
Identified School Need:	In most of our SCP classrooms, students are not learning core curricula. There is not regular data collected on curriculum progress nor on IEP goals.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-118.4	-126.7	-151.9	-74.3	-70.0
SBAC ELA Distance from Standard Met	African American Students	-114.8	-118.6	-91.9	-99.8	-70.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	70.0%	73.9%	70.4%	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-161.5	-116.8	-139.6	-77.3	-100.0
SBAC Math Distance from Standard Met	African American Students	-108.5	-125.2	-132.7	-93.5	-100.0

Reclassification Measures & Targets

**Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	17.6%	7.4%	7.3%	23.6%	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	16.7%	20.0%	6.0%	10.0%

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	2026-27 New Target
Student Connectedness to School	All Students	61.6%	51.4%	68.6%	65.0%	69%
Out-of-School Suspensions	All Students	0.7%	1.4%	0.0%	0.7%	0.7%
Out-of-School Suspensions	African American Students	0.0%	2.9%	0.0%	0.7%	0.7%
Out-of-School Suspensions	Special Education Students	0.0%	2.5%	0.0%	0.7%	0.7%
Chronic Absenteeism	All Students	72.9%	46.4%	35.4%	60.0%	30.0%
Chronic Absenteeism	African American Students	75.5%	45.2%	40.4%	60.0%	30.0%

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

School Goal: Allendale's staff retention has increased dramatically within the last 5 years (from ~60% to ~80%). In addition, our staff diversity is an asset. As a result, our focus will be on staff quality. By May 2027, Allendale will develop a strong professional learning system that: (a) continues to develop teachers' professional practice in light of the time limitations presented in the new OEA contract; (b) provides more effective development opportunities for special education teachers that addresses both IEP development and instructional delivery, and (c) leverages district resources to provide more professional learning and feedback opportunities for paraprofessionals, noon supervisors, Early Literacy Tutors, and custodial staff.

Identified School Need: Allendale needs to continue to work to professionalize the work that non-teaching staff do. While their work is critical to the mission of our school, there remain few opportunities for them to receive professional development and coaching in the same ways that teachers do. Another need is attending to the development of Allendale's special education teaching staff. While the Central Office offers several supports, most special education teachers need greater understanding of how to lesson plan effectively, organize a daily schedule, and write and manage IEPs.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	72.3%	73.3%	72.1%	82.3%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
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<p>LCAP Goal 1:</p>	<p>Kindergarten: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 13% met or exceeded standards on the Phonemic Awareness subtest (PSF) and 17% met or exceeded standards on the Nonsense Word Fluency (NWF). By May 2027, 50% of these students, when in 1st grade, will meet or exceed standards on both subtests.</p> <p>1st Grade: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 21% met or exceeded standards on the Phonemic Awareness subtest (PSF) and 33% met or exceeded standards on the Nonsense Word Fluency (NWF - Decoding). By May 2027, 60% of these students, when in 2nd grade, will meet or exceed standards on both subtests.</p> <p>2nd Grade: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 50% met or exceeded standards on the Nonsense Word Fluency (NWF - Decoding). and 64% met or exceeded standards on the Oral Reading Fluency (ORF - Accuracy). By May 2027, 80% of these students, when in 3rd grade, will meet or exceed standards on both subtests.</p> <p>3rd Grade: We are still awaiting the results from the DIBELS Oral Reading Fluency (ORF - Accuracy) and Maze for 3rd - 5th grade students. By May 2027, however, our goal is that 90% of students meet or exceed standards on the DIBELS Oral Reading Fluency. On the MOY iReady assessment for SY25-26, 26% of 3rd grade students met or exceeded standards on the Reading Comprehension Domain. By May 2027, 40% of these students, when in 4th grade, will meet or exceed standards within this domain.</p> <p>4th Grade: We are still awaiting the results from the DIBELS Oral Reading Fluency (ORF - Accuracy) and Maze for 3rd - 5th grade students. By May 2027, however, our goal is that 90% of students meet or exceed standards on the DIBELS Oral Reading Fluency. On the MOY iReady assessment for SY25-26, 19% of 4th grade students met or exceeded standards on the Reading Comprehension Domain. By May 2027, 40% of these students, when in 5th grade, will meet or exceed standards within this domain.</p> <p>5th graders will have graduated.</p>	<p>To achieve this goal, Allendale has focused on improving student reading fluency and reading comprehension. Here are the strengths we have demonstrated: Fluency routines (partner reading) has been systematized across the school Has felt like a focused initiative Tier 2 interventions like tutoring and SIPPS contribute to this (smaller groups at specific levels to target specific skills) Buddy classes and celebrations of learning have increased student motivation for building their fluency Sub coverage allows students to gather DIBELS data. Ms. Moussa has also supported with DIBELS assessment. Giving teachers additional prep time to plan and collaborate. Lower grades targeted letter sound acquisition after school Mr. Sharifi's class using incentives to encourage students to read with expression Partner reading in All Block Observing other teachers teach UFLI Partner reading in UFLI Having reading groups in class Having students read their library book for 10-15 minutes, and then have them answers 3-4 questions about the book.</p>
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<p><i>LCAP Goal 2:</i></p>	<p>By May 2027, all students in SCP classrooms will experience core curriculum in ELA and Math on a daily basis. Teachers will have a system to regularly collect and act on data on student curriculum and IEP goal progress. During IEP meetings, families will know their child's IEP goal progress and there will be clear next steps based on the data.</p>	<p>To achieve this goal, Allendale has focused on improving student reading fluency and reading comprehension. Here are the strengths we have demonstrated: Fluency routines (partner reading) has been systematized across the school Has felt like a focused initiative Tier 2 interventions like tutoring and SIPPS contribute to this (smaller groups at specific levels to target specific skills) Buddy classes and celebrations of learning have increased student motivation for building their fluency Sub coverage allows students to gather DIBELS data. Ms. Moussa has also supported with DIBELS assessment. Lower grades targeted letter sound acquisition after school Mr. Sharifi's class using incentives to encourage students to read with expression Partner reading in All Block Observing other teachers teach UFLI Partner reading in UFLI Having reading groups in class Having students read their library book for 10-15 minutes, and then have them answers 3-4 questions about the book.</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>To build on the attendance growth we saw last year, here are the strategies that have worked: Some students have actually seen improved attendance Weekly ParentSquare communication updates, including results, seem to be effective. Phone calls are being given to families when children are marked absent Beginning in January, Attendance Team, including our attendance specialist, began providing Case Management for 44 Tier 3 Students in Severe Chronic Absence band. This week, we had 4 of these Students move out of SCA into the upper band (Moderate Chronic Absence) Some students are moving out of the lower tiers and into the higher tiers of better attendance, there are different levels of absenteeism and moving from one band to another shows we are making improvements Having refreshments for families at family engagement events to increase attendance at events.</p>

<p><i>LCAP Goal 4:</i></p>	<p>Allendale's staff retention has increased dramatically within the last 5 years (from ~60% to ~80%). In addition, our staff diversity is an asset. As a result, our focus will be on staff quality. By May 2027, Allendale will develop a strong professional learning system that: (a) continues to develop teachers' professional practice in light of the time limitations presented in the new OEA contract; (b) provides more effective development opportunities for special education teachers that addresses both IEP development and instructional delivery, and (c) leverages district resources to provide more professional learning and feedback opportunities for paraprofessionals, noon supervisors, Early Literacy Tutors, and custodial staff.</p>	<p>Here are some strategies that have worked well:</p> <ul style="list-style-type: none"> -New staff orientation was helpful (routines, procedures, understanding roles) -January PD Day new staff check-in -Nice to get to know other new staff and form relationships -monthly PDs offered for new staff through the district -Can reach out to other schools for support - has been a positive experience -Having a mentor has been key (although sometimes hard to connect due to workload of each person) -Unofficial supports have been generous with their time and helpful -Learned a lot at professional development being new to the role. The orientation was also helpful.
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>

<p>LCAP Goal 1:</p>	<p>Kindergarten: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 13% met or exceeded standards on the Phonemic Awareness subtest (PSF) and 17% met or exceeded standards on the Nonsense Word Fluency (NWF). By May 2027, 50% of these students, when in 1st grade, will meet or exceed standards on both subtests.</p> <p>1st Grade: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 21% met or exceeded standards on the Phonemic Awareness subtest (PSF) and 33% met or exceeded standards on the Nonsense Word Fluency (NWF - Decoding). By May 2027, 60% of these students, when in 2nd grade, will meet or exceed standards on both subtests.</p> <p>2nd Grade: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 50% met or exceeded standards on the Nonsense Word Fluency (NWF - Decoding). and 64% met or exceeded standards on the Oral Reading Fluency (ORF - Accuracy). By May 2027, 80% of these students, when in 3rd grade, will meet or exceed standards on both subtests.</p> <p>3rd Grade: We are still awaiting the results from the DIBELS Oral Reading Fluency (ORF - Accuracy) and Maze for 3rd - 5th grade students. By May 2027, however, our goal is that 90% of students meet or exceed standards on the DIBELS Oral Reading Fluency. On the MOY iReady assessment for SY25-26, 26% of 3rd grade students met or exceeded standards on the Reading Comprehension Domain. By May 2027, 40% of these students, when in 4th grade, will meet or exceed standards within this domain.</p> <p>4th Grade: We are still awaiting the results from the DIBELS Oral Reading Fluency (ORF - Accuracy) and Maze for 3rd - 5th grade students. By May 2027, however, our goal is that 90% of students meet or exceed standards on the DIBELS Oral Reading Fluency. On the MOY iReady assessment for SY25-26, 19% of 4th grade students met or exceeded standards on the Reading Comprehension Domain. By May 2027, 40% of these students, when in 5th grade, will meet or exceed standards within this domain.</p> <p>5th graders will have graduated.</p>	<p>Here are some challenges and ways we can improve:</p> <p>It has been challenging to partner upper grade students appropriately because the emerging readers need significantly lower level texts in order to practice; however, their partners would benefit from at- or above-grade level texts</p> <p>It is harder for our multilingual learners; might be helpful to have them practice fluent reading in their home language</p> <p>Not yet partnering with families</p> <p>Students would benefit from more vocabulary development to support their comprehension and confidence; perhaps annotate fluency practice texts to support comprehension?</p> <p>Language barriers, limited academic backgrounds, social and emotional issues/trauma, low confidence, diverse student body requiring differentiation- ELL, non English speakers, IEP students. Giving access to resources like habits of learning, utilizing what they learn in class during the course of the academic day</p> <p>In the lower grades, students don't independently read enough during EL Education time.</p> <p>More time for reading groups (for them to read)</p> <p>When students don't understand certain questions that are being asked about the book, or when they don't understand certain words.</p> <p>More flexibility to teach basic writing skills and grammar</p> <p>More collaboration with grades re: curriculum and what is being taught</p> <p>Read Alouds; in upper grades</p>
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<p><i>LCAP Goal 2:</i></p>	<p>By May 2027, all students in SCP classrooms will experience core curriculum in ELA and Math on a daily basis. Teachers will have a system to regularly collect and act on data on student curriculum and IEP goal progress. During IEP meetings, families will know their child's IEP goal progress and there will be clear next steps based on the data.</p>	<p>Here are some challenges and ways we can improve: It has been challenging to partner upper grade students appropriately because the emerging readers need significantly lower level texts in order to practice; however, their partners would benefit from at- or above-grade level texts It is harder for our multilingual learners; might be helpful to have them practice fluent reading in their home language Not yet partnering with families Students would benefit from more vocabulary development to support their comprehension and confidence; perhaps annotate fluency practice texts to support comprehension? Language barriers, limited academic backgrounds, social and emotional issues/trauma, low confidence, diverse student body requiring differentiation- ELL, non English speakers, IEP students. Giving access to resources like habits of learning, utilizing what they learn in class during the course of the academic day There is no reading in EL (students don't pick up a book) More time for reading groups (for them to read) When students don't understand certain questions that are being asked about the book, or when they don't understand certain words. More flexibility to teach basic writing skills and grammar More collaboration with grades re: curriculum and what is being taught Read Alouds; in upper grades</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Here are some of the challenges in this area: Incentive challenges for classes, some classes haven't won any yet this year, Families under Some classes have been winning every time On-going challenge continues to be reaching any family member. Some families have not shared updated information regarding home status and contact Having child care and transition for family engagements Internal communication between attendance team members could be improved to be more Classroom sanitation can be improved in order to reduce the number of illnesses. Chronic illness as reason for long periods Extreme family problems Are the attendance challenge parties motivating the older severe, chronic absent students?</p>

<p><i>LCAP Goal 4:</i></p>	<p>Allendale's staff retention has increased dramatically within the last 5 years (from ~60% to ~80%). In addition, our staff diversity is an asset. As a result, our focus will be on staff quality. By May 2027, Allendale will develop a strong professional learning system that: (a) continues to develop teachers' professional practice in light of the time limitations presented in the new OEA contract; (b) provides more effective development opportunities for special education teachers that addresses both IEP development and instructional delivery, and (c) leverages district resources to provide more professional learning and feedback opportunities for paraprofessionals, noon supervisors, Early Literacy Tutors, and custodial staff.</p>	<p>Here are 2 challenges in this area:</p> <ul style="list-style-type: none">- Knowledge about how to access resources (i.e. sped compliance resources)- There is a challenge when you are only person at your site in a particular role - it would be helpful to be able to reach out to same role at other sites
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Allendale Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Since writing last year's SPSA, our team has realized that we need to be even more laser-focused and prioritized. For this reason, while we have implemented the strategies listed, we have focused on 2 priority areas--**reading fluency** and **reading comprehension**. While our initial version of SPSA focused mostly on improving reading comprehension and phonics skills, we learned that 75% of comprehension challenges stem from gaps in fluency. For that reason, we have redirected the strategies listed in our SPSA to focus squarely on improving reading fluency and reading comprehension.

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

When we wrote the 2025-26 SPSA, we only focused on building student phonics and reading comprehension skills. As we pursued our strategies, we saw the limitations. The main reason we did not see the gains in reading is that we were not focusing on a key barrier that students face in improving their comprehension--fluency. As of January 2026, we have re-prioritized and re-focused our collective efforts to focus on the two areas of reading fluency and reading comprehension.

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.

With our new focus on reading fluency as of January 2026, we have adjusted how strategy and how we measured our effectiveness. First, we are now using the DIBELS subtests to progress monitor student reading fluency. Prior to January, we were only focused on iReady scores to track reading comprehension skills and SIPPS Mastery Test results to track phonics skills. While we still track those, we are giving DIBELS assessments on a monthly basis to monitor reading fluency. Second, we have refined our strategy. During weekly Professional Development time, lower grades teachers have learned how to support reading fluency during the UFLI Decodable Text section of each lesson while upper grades teachers are embedding daily reading fluency practice during EL Education All Block time. On a weekly basis, our school's TSA (Instructional Coach) and Principal conduct a learning walk to give feedback on fluency practices in the classroom.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i></p> <p align="center">INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
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<p>Extended Contracts for staff to facilitate family-facing events (e.g., Family Reading Night, Math Night, other workshops)</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>We have used these funds to offer evening activities for families, such as Family Reading Night, and an afterschool Kindergarten Letter-Naming/Sounds intervention. We also use these funds to pay overtime for our Case Manager to provide families with weekly updates on their child's progress in our Tier 2 and 3 literacy interventions.</p>	<p>As a result of family engagement events that make school resources aware to families, we are seeing a lot of growth in our Kindergarteners participating in the after school program. Because of this, when we compare the number of lowercase letters and sounds they know from pre- to post-intervention, we see an increase for most students. There are 8 students, however, for whom we have seen minimal growth.</p> <p>Based on feedback from parents the content from workshops offered is helpful. We do not have "hard" data on whether or not families consistently use the reading strategies learned at home with their children. However students in at grade level or above have jumped 5% from beginning year assesments and mid- years assesment iReady data.</p>	<p>We need to continue regular intervention cycles after school more frequently. We can also make the groups smaller to provide even more targeted support for students.</p> <p>Similarly, we need to provide more regular opportunities for families to learn strategies to support their child with reading at home.</p>
<p>This provides coffee and other refreshments at Monthly Coffee with the Principal.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>This provides space for families to learn about our school's progress with our priorities and how they can support at home. It also provides a space to get their input.</p>	<p>The meetings have been an important touchpoint for families. Based on principal observation parents are much more engaged as a result of coffee with the principal.</p>	<p>We need to host more Coffee with the Principal opportunities for different subgroups, such as parents of students with special needs or Black parents. This will allow us to understand the specialized needs of particular subgroups to more effectively target our interventions.</p>
<p>N/A</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>We didn't use this expense.</p>	<p>n/a</p>	<p>We didn't use this expense.</p>	<p>We didn't use this expense.</p>	<p>We didn't use this expense.</p>
<p>Extended Contracts for teachers to unpack Module 1/first unit of the school year</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Each teacher receives 20 hours of overtime for summer planning of the first math and ELA module.</p>	<p>According to a 4th grade teacher on the School Site Council, being given paid time to internalize the curriculum allows her to think about scaffolding students' needs, not just teaching the lessons day-to-day. According to a 1st grade teacher on the School Site Council, it provides teachers additional time to reflect on the curriculum and learn the new version of EL Education. Planning days have been critical to make the most of fluency and comprehension. It gives teachers more time to internalize a deep chunk of learning.</p>	<p>We want to maintain the 20 hours additional extended contract hours for the upcoming module. We want to add planning time during the school year.</p>

<p>0.8 FTE Early Literacy Tutor</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>The Early Literacy Tutor provides daily, reading small group instruction to students across all grade levels</p>	<p>The Early Literacy Tutors have led to improved phonics skills as evidenced by SIPPS Mastery Test results. That said, while we are seeing students pass their SIPPS Mastery Tests, they are not performing at benchmark on DIBELS assessments.</p>	<p>In the short-term, our school's TSA will work with the Early Literacy Tutors on building fluency practices during the reading section of each SIPPS lesson. Often this section gets short-changed due to time.</p> <p>In the long-term, we need to align our SIPPS Assessment system to DIBELS. For example, according to the SIPPS guidance, after SIPPS Beginning Lesson 40, students can take the DIBELS ORF to track fluency. After we give that assessment, we need to consider if we should focus more intentionally on fluency during SIPPS lesson time or continue with the regular SIPPS curriculum.</p>
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0.2 FTE Case Manager	Chronic Absenteeism	<p>The Case Manager participates in Weekly Attendance Team meetings, provides interventions for students and families. These include phone calls, home visits, and SST Meetings.</p>	<p>We have 12% more students in the Satisfactory attendance band when we compare SY24-25 to SY25-26. 73% of students have between 90 and 100% attendance. Currently, we have 44 students in the Severely Chronically Absent band. Based on Attendance Team report, here are the strategies that have been successful: (a) Independent Study policy; (b) creating Tier 1 attendance strategies (e.g., schoolwide slime and Labubu party strategies), and (c) following up with families by congratulating them.</p> <p>When we disaggregate the data by grade level, TK chronic absenteeism has been cut by 1/2 (40% to 20%). When we look at last year's attendance for current 1st graders, for example, we see that chronic absenteeism was 45% compared to 35.2% for this year.</p> <p>This year's 4th graders (last year's 3rd graders) have had poor attendance across both years. Kindergarten chronic absenteeism has been higher than other grades this year and last year. A question we have is are the current 4th graders in any intervention currently. A 4th grade teacher reported that a question parents might</p>	<p>Establish schoolwide communication routines for our community about how we communicate if the child will be absent.</p> <p>Reinforce to families how children and teachers struggle when your child misses x number of days.</p> <p>Attendance Team collaborates with Kindergarten and 4th grade to norm on how we respond to students/families when they are going to be absent.</p> <p>Continue to provide workshops to students and families about attendance and skills the students need to master</p> <p>Meet with each of the families of the severely chronically absent to understand why they are absent and how we address it.</p>
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0.5 FTE Attendance Specialist	Chronic Absenteeism	<p>In addition to ensure we meet compliance requirements for reporting attendance, the Attendance Specialist participates in Weekly Attendance Team meetings, provides interventions for students and families. These include phone calls, home visits, and SST Meetings.</p>	<p>We have 12% more students in the Satisfactory attendance band when we compare SY24-25 to SY25-26. 73% of students have between 90 and 100% attendance. Currently, we have 44 students in the Severely Chronically Absent band. Based on Attendance Team report, here are the strategies that have been successful: (a) Independent Study policy; (b) creating Tier 1 attendance strategies (e.g., schoolwide slime and Labubu party strategies), and (c) following up with families by congratulating them.</p> <p>When we disaggregate the data by grade level, TK chronic absenteeism has been cut by 1/2 (40% to 20%). When we look at last year's attendance for current 1st graders, for example, we see that chronic absenteeism was 45% compared to 35.2% for this year.</p> <p>This year's 4th graders (last year's 3rd graders) have had poor attendance across both years. Kindergarten chronic absenteeism has been higher than other grades this year and last year. A question we have is are the current 4th graders in any intervention currently. A 4th grade teacher reported that a question parents might have is "what is the boundary for being sick and coming to school and staying home?" Also, asking parents to share when their child will be out in advance. A 4th grade teacher reported that a question parents might have is "what is the boundary for being sick and coming to school and staying home?" Also, asking parents to share when their child will be out in advance.</p>	<p>Establish schoolwide communication routines for our community about how we communicate if the child will be absent.</p> <p>Reinforce to families how children and teachers struggle when your child misses x number of days.</p> <p>Attendance Team collaborates with Kindergarten and 4th grade to norm on how we respond to students/families when they are going to be absent.</p> <p>Continue to provide workshops to students and families about attendance and skills the students need to master</p> <p>Meet with each of the families of the severely chronically absent to understand why they are absent and how we address it.</p>
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Allendale Elementary School	SCHOOL ID:	101
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	<p>Kindergarten: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 13% met or exceeded standards on the Phonemic Awareness subtest (PSF) and 17% met or exceeded standards on the Nonsense Word Fluency (NWF). By May 2027, 50% of these students, when in 1st grade, will meet or exceed standards on both subtests.</p> <p>1st Grade: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 21% met or exceeded standards on the Phonemic Awareness subtest (PSF) and 33% met or exceeded standards on the Nonsense Word Fluency (NWF - Decoding). By May 2027, 60% of these students, when in 2nd grade, will meet or exceed standards on both subtests.</p> <p>2nd Grade: On the Middle of the Year (MOY) DIBELS assessment for SY25-26, 50% met or exceeded standards on the Nonsense Word Fluency (NWF - Decoding), and 64% met or exceeded standards on the Oral Reading Fluency (ORF - Accuracy). By May 2027, 80% of these students, when in 3rd grade, will meet or exceed standards on both subtests.</p> <p>3rd Grade: We are still awaiting the results from the DIBELS Oral Reading Fluency (ORF - Accuracy) and Maze for 3rd - 5th grade students. By May 2027, however, our goal is that 90% of students meet or exceed standards on the DIBELS Oral Reading Fluency. On the MOY iReady assessment for SY25-26, 26% of 3rd grade students met or exceeded standards on the Reading Comprehension Domain. By May 2027, 40% of these students, when in 4th grade, will meet or exceed standards within this domain.</p> <p>4th Grade: We are still awaiting the results from the DIBELS Oral Reading Fluency (ORF - Accuracy) and Maze for 3rd - 5th grade students. By May 2027, however, our goal is that 90% of students meet or exceed standards on the DIBELS Oral Reading Fluency. On the MOY iReady assessment for SY25-26, 19% of 4th grade students met or exceeded standards on the Reading Comprehension Domain. By May 2027, 40% of these students, when in 5th grade, will meet or exceed standards within this domain.</p> <p>5th graders will have graduated.</p>
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Identified Need:	According to research, 75% of comprehension challenges are a direct result of poor reading fluency. We see the need to focus on fluency in both our DIBELS data as well as iReady. As a result, our 2 school priorities are reading fluency and reading comprehension.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	<p>Summer '26 Planning - Teachers receive overtime for 30 hours of pre-school year planning to unpack Module 1 of EL Education and Eureka Math; prepare roll out UFLI routines (e.g., tappers routine during Phonemic Awareness, Blending Drill, and Irregular Words sections; I read/We read/Buddy Read during Decodable Text sections); prepare roll out of All Block routines (select fluency passages and write plans for book choice selection)</p> <p>PK/TK teachers plan phonemic awareness opportunities during first unit of study, and make questions for centers that classroom staff can ask students</p>	All Students	Academic	Tier 1 - Universal

1-2	Use August Tiger Townhalls, community circles and opening days of school to explicitly teach expectations around Everyone Does Everything , promoting that all students do all of the tasks asked of them.	All Students	Academic	Tier 1 - Universal
1-3	Principal and TSA facilitate summer training for after school staff to lead I read/We Read/Buddy Read routine during after school time and to teach and monitor sight word acquisition	Afterschool Students	Academic	Tier 2 - Supplemental
1-4	Principal and TSA schedule weekly walkthroughs to observe and give feedback on literacy instruction			Tier 1 - Universal
1-5	Principal drafts and facilitates professional learning plan that uses the structures of PLCs, 1-1 coaching, and professional development to improve literacy instruction	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	Continue to develop and formalize an Instructional Leadership Team to develop professional learning on comprehension strategies for teachers	All Students	Academic	Tier 1 - Universal
1-8	Continue 3rd year of partnership 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
1-9	Early Literacy Tutors and paraprofessionals facilitate after school Tier 2 intervention groups supporting Kindergarten - 2nd grade students with phonics and fluency skills	All Students	Academic	Tier 2 - Supplemental
1-10	Work with school district and Open Literacy to select and monitor progress of students in tutoring; meet quarterly with Open Literacy to analyze and respond to data			
1-11	Tier 2 Foundational Skills Block: Re-align and restructure our foundational skills time to use the UFLI curriculum to accelerate students currently struggling with reading		Academic	Tier 2 - Supplemental
1-12	Case Manager receives overtime pay to contact families of Tier 2 and 3 students to share progress with them.		Academic	Tier 2 - Supplemental
1-13	Use the CORE Phonics Survey to know the discreet phonics skills that students need to learn			
1-14	All Upper Grades teachers will use the Partner Reading Protocol to have students practice reading fluency; all students will receive feedback on their fluency.			

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

School Goal:	By May 2027, all students in SCP classrooms will experience core curriculum in ELA and Math on a daily basis. Teachers will have a system to regularly collect and act on data on student curriculum and IEP goal progress. During IEP meetings, families will know their child's IEP goal progress and there will be clear next steps based on the data.
Identified Need:	In most of our SCP classrooms, students are not learning core curricula. There is not regular data collected on curriculum progress nor on IEP goals.

#	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	Principal, CSM and TSA facilitate meetings with SCP Classroom Teams to complete and discuss questionnaire to create routines, trust, clear definition of rules, supervision. Identify limitations (what you do well and what you do good), understand culture, teaching philosophy.		Academic	Tier 1 - Universal
2-4	Principal and TSA lead training for SCP Teachers on how to intellectually prepare lessons for a week; SCP teachers produce their first month of plans.	Low-Income Students	Academic	Tier 2 - Supplemental
2-5	(Re) train Special Education RSP Staff and General Education Teachers on how to use particular AI tools, such as Nano Banana, Claude AI, Chat GPT, Magic School , to address barriers to general education curriculum	English Learners, Students with Disabilities	Academic	Tier 1 - Universal
2-6	General Education and RSP Teachers use summer planning time to address text complexity challenges for students			
2-7	Principal and CSM contact families to get 1-pagers from SPED families about strengths, needs, and tricks/tips on SPED students.	Special Education Students		
2-8	Math: All rising upper grades students take the Equip Module Pre-assessment for Module 1 before the end of SY25-26 to allow teachers to prepare for SY26-27.			
2-9	Provide 1-day UFLI training for Mild/Moderate Special Education Teaching Staff (May) and paraprofessionals to build special education staff skill with teaching reading	Special Education Students		
2-10	Facilitate observations for special education teachers to observe general education teachers teaching UFLI (May)	Special Education Students		
2-11	Provide 1-1 coaching to SCP teachers to improve their lesson planning skill	Special Education Students		

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 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 case management work after the first 6 weeks to begin proactively supporting our most severely 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
3-6	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	Allocate Title and Community Schools 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	Continue partnership with Families in Action to increase the number of families, who know reading strategies to support their children at home.	Low-Income Students	Behavioral	Tier 1 - Universal
3-9	Launch the school year with the anti-bullying and safe touch work that was piloted in March, 2026			
3-11	Provide an in-person workshop during Registration/Orientation and Back to School Night as well as online resources that outline what students should be able to do to meet grade-level standards in math and reading			
3-12	Work with the Lead Team to refine our: (a) a vision for a culture of high academic and behavioral expectations; (b) revise our plan for how we teach those expectations as a school and as teachers; (b) revise our acknowledgement systems to reinforce those expectations; (d) revise our behavioral response systems.			
3-13	TSA trains teachers on how to give explicit behavioral expectations to students, so they can be successful and how to respond when students don't do it			

3-14	Continue and start earlier with the multi-tiered attendance work Allendale does at the Tier 1, Tier 2 and Tier 3 level			
3-15	Continue and start earlier with the SST system that was built in SY25-26 to provide Tier 2 interventions			
3-16	Continue to improve the impact of the Culture and Climate Team by - Engage them in reflection on what went well this year and what did not - Enlist 3rd and 5th grade teachers in what it means to be an upper grades student - Pilot idea of student-led conference/defense in both grades			
3-16	Attendance Team took the Attendance Team Self-Assessment on April 21. Here are the strategies that we discussed to pursue next year: - CSM continues to build team's capacity to analyze and respond to schoolwide attendance data as well as improving follow-up - Before their weekly meetings, the Attendance team previews the data to spend more time during meetings making decisions about what to do. - Write 1-pager that includes attendance procedures and policies and what is our procedure for when kids miss school to make up for lost learning.			
3-17	Teachers regularly communicate with families of students, who are late, or do not come to school.			
3-18	Launch 5th grade Crew where students take on additional leadership roles			

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

School Goal:	Allendale's staff retention has increased dramatically within the last 5 years (from ~60% to ~80%). In addition, our staff diversity is an asset. As a result, our focus will be on staff quality. By May 2027, Allendale will develop a strong professional learning system that: (a) continues to develop teachers' professional practice in light of the time limitations presented in the new OEA contract; (b) provides more effective development opportunities for special education teachers that addresses both IEP development and instructional delivery, and (c) leverages district resources to provide more professional learning and feedback opportunities for paraprofessionals, noon supervisors, Early Literacy Tutors, and custodial staff.
Identified Need:	Allendale needs to continue to work to professionalize the work that non-teaching staff do. While their work is critical to the mission of our school, there remain few opportunities for them to receive professional development and coaching in the same ways that teachers do. Another need is attending to the development of Allendale's special education teaching staff. While the Central Office offers several supports, most special education teachers need greater understanding of how to lesson plan effectively, organize a daily schedule, and write and manage IEPs.

#	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	Allocate funds for Administrative Assistant and Afterschool Director to attend the Together Leader Training			
4-2	After initial UFLI training in May, Early Literacy Tutors attend professional learning training on UFLI instruction prior to the start of SY26-27.			
4-3	Special education teachers meet with Principal and TSA to learn how to write/manage IEPs, write a daily schedule, and facilitate the curriculum.			
4-4	Principal approaches the school district about having a Resident or Assistant Principal for SY26-27 to build Allendale's capacity to coach and develop staff			
4-6	Allocate funds to provide Overtime pay to classified staff over the summer before school starts to be trained in the following areas: - Administrative Assistant (Contracts and Budget) - Paraprofessionals (Communication with one another, Parent communication, learning about students you are going to receive) - Noon Supervisors, Cafeteria Staff, and Custodial Staff (Knowing student profiles, responses to students, working with PK and TK students) - Case Manager (Restorative Justice Practices)			
4-7	Principal reviews OEA Tentative Agreement for new Professional Learning time restrictions, meets with site representatives in advance to review plan, and share with larger teaching staff.			
4-8	Principal and TSA attend district-offered IEP camp to understand how IEP development works. Special Education Teachers are provided summer professional learning time to review the following: - Prepare for and facilitate IEP meetings - Common routines for SCP classrooms - Teaching of the curriculum			
4-9	Connect each support staff member with free or low-cost training opportunities within their field			
4-10	Put Classified Staff professional development weeks on Lead Team calendars Provide formal professional learning opportunities next year			

CONDITIONS FOR BLACK STUDENTS

#	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	Maintain trust with Black families by being clear, consistent, and fair with how we address discipline-related issues	African American	Behavioral	Tier 1 - Universal
5-2	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	Behavioral	Tier 1 - Universal
5-3		African American	SEL / Mental Health Academics	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	<i>ELL Progress Data</i>
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
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 2026-27 SCHOOL SITE BUDGET

Site Number: 101

School: Allendale Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Girls' Inc. provides after school services to all interested students. Through the program, students improve their reading skills, through reading fluency and readloud experiences, as well as their social-emotional skills through structured play and enrichment opportunities.	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Principal and TSA facilitate summer training for after school staff to lead I read/We Read/Buddy Read routine during after school time and to teach and monitor sight word acquisition	101-1
Girls' Inc. provides after school services to all interested students. Through the program, students improve their reading skills, through reading fluency and readloud experiences, as well as their social-emotional skills through structured play and enrichment opportunities.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Principal and TSA facilitate summer training for after school staff to lead I read/We Read/Buddy Read routine during after school time and to teach and monitor sight word acquisition	101-2
This funding pays for a Performing Arts Teacher to offer Performing Arts class to all Allendale students. Performing Arts programs improve student outcomes by increasing student attendance and family engagement as performing arts activities are a way to bring families into the school.	\$67,499	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10139	Teacher Education Enhancement	0.40			Principal drafts and facilitates professional learning plan that uses the structures of PLCs, 1-1 coaching, and professional development to improve literacy instruction	101-3
This funding pays for staff to provide arts-related programming provided after school. This funding allows us to provide students in Grades 3 - 5 with the following activities: Art Club, Set Design, and Theater. This improves student outcomes by increasing student attendance and family engagement as performing arts activities are a way to bring families into the school.	\$6,000	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00			Principal drafts and facilitates professional learning plan that uses the structures of PLCs, 1-1 coaching, and professional development to improve literacy instruction	101-4
This funding pays for the supplies needed for the afterschool arts-related programming for students in Grades 3 - 5. This improves student outcomes by increasing student attendance and family engagement as performing arts activities are a way to bring families into the school.	\$1,821	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Principal and TSA schedule weekly walkthroughs to observe and give feedback on literacy instruction	101-5

This funding pays for an Engineering and Technology Teacher to offer engineering/technology lessons to students. These classes are offered to all Allendale students. This improves student outcomes, because it allows students to deepen their knowledge of STEM-related content.	\$18,867	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	1629	Teacher Education Enhancement	0.20			Principal drafts and facilitates professional learning plan that uses the structures of PLCs, 1-1 coaching, and professional development to improve literacy instruction	101-6
This funding pays for a Performing Arts Teacher to offer Performing Arts class to all Allendale students. Performing Arts programs improve student outcomes by increasing student attendance and family engagement as performing arts activities are a way to bring families into the school.	\$101,248	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	10139	Teacher Education Enhancement	0.60			Principal drafts and facilitates professional learning plan that uses the structures of PLCs, 1-1 coaching, and professional development to improve literacy instruction	101-7
This funding pays for Allendale's Community Schools Manager, who is a leader at our school that impacts all students. The Community Schools Manager improves student outcomes by reducing chronic absenteeism, maintaining a positive student culture, and coordinating programs and interventions that address barriers that students and families might face to accessing education.	\$47,234	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	5160	Program Mgr Community School	0.25			CSM trains teachers on how to have effective attendance-related conversations during family conferences	101-8
This funding pays for supplies, such as student notebooks, pencils, crayons, and other school supplies that allows all students to fully engage in academic and social-emotional learning.	\$2,651	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Use August Tiger Townhalls, community circles and opening days of school to explicitly teach expectations around Everyone Does Everything, promoting that all students do all of the tasks asked of them.	101-9
This funding pays for the HERO Program, who provides physical education programming to all students. Physical education opportunities improve student outcomes, because improved wellness increases focus in class. In addition, social-emotional skills are taught to ensure students can have healthy relationships with peers and adults at school.	\$32,500	California Community Schools Partnership Program	5825	Consultants			0.00			Use August Tiger Townhalls, community circles and opening days of school to explicitly teach expectations around Everyone Does Everything, promoting that all students do all of the tasks asked of them.	101-10
This funding pays for staff to work overtime to support family engagement events that lead to improved student reading. For example, staff facilitate Allendale's Family Reading Night, which helps families learn strategies to improve their child's reading.	\$9,433	California Community Schools Partnership Program Carryover	1105	Certificated Teachers' Salaries	1629	Teacher Education Enhancement	0.10			Continue and start earlier with the multi-tiered attendance work Allendale does at the Tier 1, Tier 2 and Tier 3 level	101-11

This funding pays for the HERO Program, who provides physical education programming to all students. Physical education opportunities improve student outcomes, because improved wellness increases focus in class. In addition, social-emotional skills are taught to ensure students can have healthy relationships with peers and adults at school.	\$32,500	California Community Schools Partnership Program Carryover	5825	Consultants						Use August Tiger Townhalls, community circles and opening days of school to explicitly teach expectations around Everyone Does Everything, promoting that all students do all of the tasks asked of them.	101-12
This funding pays for supplies, such as student notebooks, pencils, crayons, and other school supplies that allows all students to fully engage in academic and social-emotional learning.	\$7,980	California Community Schools Partnership Program Carryover	5826	External Work Order Services						Principal and TSA facilitate summer training for after school staff to lead I read/We Read/Buddy Read routine during after school time and to teach and monitor sight word acquisition	101-13
Girls' Inc. provides after school services to all interested students. Through the program, students improve their reading skills, through reading fluency and readloud experiences, as well as their social-emotional skills through structured play and enrichment opportunities.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services						Early Literacy Tutors and paraprofessionals facilitate after school Tier 2 intervention groups supporting Kindergarten - 2nd grade students with phonics and fluency skills	101-14
Girls' Inc. provides after school services to all interested students. Through the program, students improve their reading skills, through reading fluency and readloud experiences, as well as their social-emotional skills through structured play and enrichment opportunities.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants						Principal drafts and facilitates professional learning plan that uses the structures of PLCs, 1-1 coaching, and professional development to improve literacy instruction	101-15
This funding provides extra compensation to teachers to engage in long-term unit planning. Long-term unit planning impacts all Allendale students, because it ensures that we are clear on the literacy and math skills students need to learn and that we have strong instructional plans to get students there.	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends						Principal drafts and facilitates professional learning plan that uses the structures of PLCs, 1-1 coaching, and professional development to improve literacy instruction	101-16
This funding provides extra compensation for our Noon Supervisors to work additional hours to provide before-school care to families and supervise students during the day. Providing before-school care helps families get their children to school early, ensuring student attendance is stronger than what it would be otherwise. Also, additional staff that supervise ensures greater safety among students, ensuring they can more effectively learn.	\$10,000	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation						Continue to develop and formalize an Instructional Leadership Team to develop professional learning on comprehension strategies for teachers	101-17
This funding pays for supplies, such as student notebooks, pencils, crayons, and other school supplies that allows all students to fully engage in academic and social-emotional learning.	\$10,100	LCFF Supplemental	4310	School Office Supplies						Crew, not passengers in 5th grade	101-18

This funding pays for supplies, such as student notebooks, pencils, crayons, and other school supplies that allows all students to fully engage in academic and social-emotional learning.	\$5,000	LCFF Supplemental	5826	External Work Order Services			0.00			Build teacher capacity to implement Designated ELD and All Block regularly to improve student reading and writing skills	101-19
This funding pays for Allendale to have an Instructional Coach. The Instructional Coach impacts all students at Allendale, because they are responsible for the development of staff and managing our literacy program.	\$175,785	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10951	TSA 11Mon 12Pay	1.00			TSA trains teachers on how to give explicit behavioral expectations to students, so they can be successful and how to respond when students don't do it	101-20
This funding pays for Allendale's Community Schools Manager, who is a leader at our school that impacts all students. The Community Schools Manager improves student outcomes by reducing chronic absenteeism, maintaining a positive student culture, and coordinating programs and interventions that address barriers that students and families might face to accessing education.	\$141,701	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	5160	Program Mgr Community School	0.75			Continue 3rd year of partnership 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	101-21
This funding provides extra compensation to teachers to engage in long-term unit planning. Long-term unit planning impacts all Allendale students, because it ensures that we are clear on the literacy and math skills students need to learn and that we have strong instructional plans to get students there.	\$4,594	Literacy Coaches & Reading Specialists Grant	1120	Certificated Teachers' Salaries: Stipends			0.00			Summer '26 Planning - Teachers receive overtime for 30 hours of pre-school year planning to unpack Module 1 of EL Education and Eureka Math; prepare roll out UFLI routines (e.g., tappers routine during Phonemic Awareness, Blending Drill, and Irregular Words sections; I read/We read/Buddy Read during Decodable Text sections); prepare roll out of All Block routines (select fluency passages and write plans for book choice selection) PK/TK teachers plan phonemic awareness opportunities during first unit of study, and make questions for centers that classroom staff can ask students	101-22
The funding pays for an Early Literacy Tutor, who provides Tier 2 and 3 reading support for select students. The tutor's work leads to improved phonics and reading fluency.	\$38,102	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	10953	Early Literacy Reading Tutor	0.80			Tier 2 Foundational Skills Block: Re-align and restructure our foundational skills time to use the UFLI curriculum to accelerate students currently struggling with reading	101-23

This funding covers the overtime pay for Early Literacy Tutors and Paraprofessionals to teach after school small reading groups that provide targeted reading support for students, who need additional time with learning.	\$30,000	Literacy Coaches & Reading Specialists Grant	2222	Classified Support Salaries: Extra Compensation			0.00			After initial UFLI training in May, Early Literacy Tutors attend professional learning training on UFLI instruction prior to the start of SY26-27.	101-24
Case Manager receives overtime pay to contact families of Tier 2 and 3 students based on reading data. The Case Manager will share data with families on how their child is progressing in the Tier 2 and 3 interventions.	\$40,743	Literacy Coaches & Reading Specialists Grant	2405	Clerical Salaries	9181	Case Manager 20	0.30			Case Manager receives overtime pay to contact families of Tier 2 and 3 students to share progress with them.	101-25
The funding pays for additional texts to support the EL Education curriculum. These texts allow all general education students in Kindergarten - 5th grade to build background knowledge to support improved reading comprehension.	\$21,774	Literacy Coaches & Reading Specialists Grant	4399	Unallocated			0.00			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	101-26
This funding provides extra compensation to teachers to engage in long-term unit planning. Long-term unit planning impacts all Allendale students, because it ensures that we are clear on the literacy and math skills students need to learn and that we have strong instructional plans to get students there.	\$8,829	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Summer '26 Planning - Teachers receive overtime for 30 hours of pre-school year planning to unpack Module 1 of EL Education and Eureka Math; prepare roll out UFLI routines (e.g., tappers routine during Phonemic Awareness, Blending Drill, and Irregular Words sections; I read/We read/Buddy Read during Decodable Text sections); prepare roll out of All Block routines (select fluency passages and write plans for book choice selection) PK/TK teachers plan phonemic awareness opportunities during first unit of study, and make questions for centers that classroom staff can ask students	101-27
The funding pays for an Early Literacy Tutor, who provides Tier 2 and 3 reading support for select students. The tutor's work leads to improved phonics and reading fluency.	\$45,635	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	7978	Early Literacy Reading Tutor	0.80			Early Literacy Tutors and paraprofessionals facilitate after school Tier 2 intervention groups supporting Kindergarten - 2nd grade students with phonics and fluency skills	101-28

This funding pays for an Engineering and Technology Teacher to offer engineering/technology lessons to students. These classes are offered to all Allendale students. This improves student outcomes, because it allows students to deepen their knowledge of STEM-related content.	\$66,033	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1629	Teacher Education Enhancement	0.70			Use August Tiger Townhalls, community circles and opening days of school to explicitly teach expectations around Everyone Does Everything, promoting that all students do all of the tasks asked of them.	101-29
This funding pays for our school's Library Technician, who manages the library for all students and families. With their classes, students visit the library each week so that students can check out books. Families can also check out up to 5 books at a time. This position improves student outcomes by promoting a culture of reading and giving all students and families greater access to books for reading during and outside of the school day.	\$120,996	Measure G, Library Support	2205	Classified Support Salaries	9339	Library Technician	1.00			Work with school district and Open Literacy to select and monitor progress of students in tutoring; meet quarterly with Open Literacy to analyze and respond to data	101-30
"This funding pays for a Visual Arts Teacher to offer Visual Arts class to all Allendale students. Visual Arts programs improve student outcomes by increasing student attendance and family engagement as visual arts activities are a way to bring families into the school."	\$71,936	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10043	Teacher Education Enhancement	0.70			Use August Tiger Townhalls, community circles and opening days of school to explicitly teach expectations around Everyone Does Everything, promoting that all students do all of the tasks asked of them.	101-31
This funding pays for our PK and TK teacher to have additional common planning time. Their work improves the social-emotional skills and pre-literacy skills of students in those grade levels.	\$9,800	State Preschool One-Time Funds	1120	Certificated Teachers' Salaries: Stipends			0.00			Launch the school year with the anti-bullying and safe touch work that was piloted in March, 2026	101-32
This funding pays for supplies, such as student notebooks, pencils, crayons, and other school supplies that allows all students to fully engage in academic and social-emotional learning.	\$2,200	State Preschool One-Time Funds	4310	School Office Supplies			0.00			Principal and TSA facilitate summer training for after school staff to lead I read/We Read/Buddy Read routine during after school time and to teach and monitor sight word acquisition	101-33
Extra time to provide family engagement opportunities	\$1,200	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	Continue schoolwide attendance challenges by classroom or grade level	101-34
Light Refreshments for Parent engagement meeting to remove barriers for parents to attend.	\$800	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Continue schoolwide attendance challenges by classroom or grade level	101-35
Traslation for Parent Engaements	\$1,540	Title I, Part A Parent & Family Engagement	5826	External Work Order Services			0.00		Student Connectedness to School	Continue schoolwide attendance challenges by classroom or grade level	101-36



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

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, 2025 through May 30, 2026.

The school will distribute this policy to all parents on or before September 30, 2025 of the current school year.

Ronald Towns

Name of Principal

Date 9/3/2025

Ronald Towns

Signature of Principal

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

Allendale Elementary

2025-2026

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 11, 2025 to May 30, 2026.

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, 2025.

Signature of Principal *Ronald Towns*

Date 9/3/2025



Strategic Resource Planning (SRP)

Allendale ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Aaron [REDACTED]
Vice Chairperson:	Joe [REDACTED]
Secretary:	Antonio [REDACTED]

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Ronald Towns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Ms. Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Ms. Cortes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jessica Gray	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Ms. Allison	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Joseph [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Aaron [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Rachel [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Antonio [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Pearl [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

SSC Meeting Schedule: (Day/Month/Time)	3rd Tuesday @ 5:00 pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

