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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 Piedmont Avenue Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Piedmont Avenue Elementary School.

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

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

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

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

Attachment(s)

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

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

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

Date(s) plan was approved: 4/22/2026

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:

<u>Jennifer Heeter</u> <i>Principal</i>	<u>Jennifer Heeter</u> Signature	<u>4/22/2026</u> Date
<u>Dr. Jim Crutison</u> <i>SSC Chairperson</i>	<u>Jim Crutison</u> Signature	<u>4/22/26</u> Date
<u>Kahina Chabli</u> <i>SELLS Representative (optional)</i>	<u>Kahina Chabli</u> Signature	<u>4/22/2026</u> Date
<u>Leroy Gaines</u> <i>Network Superintendent</i>	<u>Leroy Gaines</u> Signature	<u>04/27/2026</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>4/27/26</u> Date

2026-27 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/27/2025	Admin Team, Other	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals and strategies, Discussed proposed expenditures and priorities
9/24/2025	SSC & SELLS	Collected input for next year's SPSA draft, Reflected on progress and challenges, Reflected on instructional
10/20/2025	ILT, Faculty	Discussed proposed expenditures and priorities
10/29/2025	SSC & SELLS	Facilitated group feedback on SPSA sections, Reflected on instructional practices and supports, Collected in
12/3/2025	Faculty	Facilitated group feedback on SPSA sections, Reflected on instructional practices and supports, Conducted
12/3/2025	SSC & SELLS	Discussed proposed expenditures and priorities, Reflected on progress and challenges
1/28/2026	SSC & SELLS	Discussed proposed expenditures and priorities
2/18/2026	SSC & SELLS	Conducted mid-year or final SPSA review
4/22/2026	SSC & SELLS	

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	\$146,720.00
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	\$818,689.01

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	\$144,100
Title I Parent & Family Engagement Resource 3010	\$2,620
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$146,720

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$818,689.01

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$27,300
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	\$271,000
Proposition 28 (Arts & Music in Schools) Resource 6770	\$89,451
SUBTOTAL OF STATE & LOCAL FUNDING:	\$671,969

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Piedmont Avenue Elementary School		School ID:	146
CDS Code: 1612596002117	SSC Approval Date:	Board Approval Date:	6/24/2026

School Mission and Vision

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

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

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

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

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.6%	43.2%	24.5%	0.3%	7.1%	18.7%	81.0%	9.7%	0.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.4%	11.9%	3.2%	2.3%	0.3%	0.3%	80.7%	3.2%	81.1%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	10.0%	22.2%	20.0%	25%	23%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	48.0%	45.7%	51.1%	68%	58%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	61.0%	61.2%	68.8%	71%	72%

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	-47.4	-62.3	-38.1	-37.00	-32.0
SBAC ELA Participation	All Students	95.0%	99.2%	96.9%	95.0%	96.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	45.8%	50.4%	66.4%	52.8%	47.0%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-70.3	-66.0	-61.3	-60.0	-56.0
SBAC Math Participation	All Students	98.5%	98.5%	96.2%	95.0%	96.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	19.5%	22.2%	20.0%	29.0%	25.0%
California Science Test (CAST) Participation	All Students	95.3%	100.0%	95.2%	95.0%	96.0%

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

School Goal:	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-83.1	-133.7	-107.8	-37.0	-32.0
SBAC ELA Distance from Standard Met	African American Students	-69.0	-84.0	-50.9	-50.0	-48.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	29.6%	52.0%	39.1%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-91.8	-110.0	-122.5	-60.0	-55.0

SBAC Math Distance from Standard Met	African American Students	-83.1	-84.2	-86.7	-70.0	-60.0
Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	16.7%	5.6%	5.0%	25.0%	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%		0.0%	10.0%	7.0%

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, including our attendance specialist and social worker, 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	n/a		80.8%	90.0%	90.0%
Out-of-School Suspensions	All Students	0.3%	0.3%	1.4%	1.0%	0.5%
Out-of-School Suspensions	African American Students	0.0%	0.0%	3.1%	1.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.2%	3.8%	0.0%	0.0%
Chronic Absenteeism	All Students	72.2%	46.6%	39.9%	50.0%	40.0%
Chronic Absenteeism	African American Students	74.3%	51.0%	46.9%	50.0%	40.0%

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need:

- Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	79.1%	77.9%	79.8%	85.0%	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<p>Based on our mid-year assessments, our students performing at or above on the iReady diagnostic in Math increased from 9.1% to 22.1% and in English Language Arts from 21.2% to 31.6%.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>Our African American students participate in AAMA and AAFE lessons centered on healthy identity development, the historical experience of Black people in America, social-emotional and social justice, and ancestral greatness as they build their self-confidence, self-awareness, critical thinking, research and literacy skills. As of mid-year, students who identify as Black or African-American assessing at grade level or above on the iReady in Math increased from 5.6% to 16.7% and in English Language Arts from 17.1% to 27.5%. Students with IEP's performing at grade level or above increased in Math from 2.2% to 10.2% and in English Language Arts from 4.4% to 10.3%. English Learning students performing at grade level or above increased in Math from 3.7% to 5.0% and in English Language Arts from 8.6% to 10.0%.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Since August 2024, we have decreased our Chronic Absenteeism rates by 3% each month, have increased daily attendance rates by 1%, and have kept our annual suspension rate below 1%. We utilize ParentSquare for family communication, as well as social media and newsletters to share our stories and build the home/school connection. Families have access to parent library to increase at-home learning. We also make sure parents have access to fingerprinting to increase volunteers on campus, family engagements in general support home/school connection. Teachers participate in training and discussion in Positive Behavior Supports and Interventions, conflict resolution, non-shame based and non-fear based approaches to student support, the acting out cycle, and trauma-informed practices so that our approach and response to maladaptive behavior is normed and that we are aligned with how to support students within the classroom setting.</p>

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Teachers participate in school wide committees, such as the Instructional Leadership Team and Culture Lead Team, Faculty Council, and the School Site Council. Teachers engage in school and district professional development that is aligned to our school wide goals, fosters best practices in instruction, supports our understanding of student skill mastery, and sets us up to differentiate and implement instruction based on student need. Our TSA works closely with the ILT, teaching and tutoring staff to ensure programmatic fidelity and support our school wide instructional areas of growth.</p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<p>Teachers have been analyzing the lesson components of Eureka Math and EL Ed., under the guidance of the school principal and Teacher on Special Assignment, and sharing guiding principals and best practices for student analysis and how that informs instruction. We have a school-wide goal to increase the ratio of student talk to teacher talk to build both student engagement and critical thinking skills. Our student body enters Kindergarten having a varied range of prior school experiences, many having not attended preschool which impacts their readiness for foundational skills. We are prioritizing SIPPS lessons and fidelity of instruction from classroom teachers, OUSD early literacy tutors, and supplemental volunteer tutors. An additional challenge is a historically low rate of attendance amidst our full student body. To address these challenges, our Title I funding supports the full-time position of our TSA, who guides these groups. CCSPP funding supports the full-time position of both our CSM and our Attendance Specialist which focus on increasing student attendance. And funding field trips to give students real-world experiences. We want to increase student access to technology to improve supplemental programs and learning.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Our student body still exhibits a high chronic absenteeism rate across the board. This impacts all subgroups in terms of their i-Ready scores from EOY to EOY. Additionally, we have a high number of absences within our ParaEducator staff, and no access to substitutes, which contributes to inconsistency of support for students with IEP's. We continue to support and monitor staff absences, as well as provide appropriate coverage to ensure our students are getting what they need. Students who have a primary home language other than English represent about 13% of our student body. Through professional development and the sharing of materials and resources, teachers use GLAD (Guided Language Acquisition Design) strategies to support their understanding of English so they are able to access conversation and content.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Students are faced with many challenges outside of the school setting and so we focus on supporting students holistically within our locus of control. In addition, we aim to support our families with consistent messaging regarding safety, student support, and school programming through ParentSquare, family engagement sessions, and conferencing. Our CSM and Attendance Specialist work closely together to monitor patterns in attendance and provide direct outreach to families to verify attendance and determine what community needs in order to get their children to school.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Our new teachers have access to the district focused new teacher professional development and there is tension between attending those and accessing site-specific programming and support. We are working to find the balance between these levels of support, as both are very important, and how to navigate transportation to the offsite sessions for staff who need and choose it. Both our TSA and CSM work to get new teaching staff acclimated to school culture as well as on board with district platforms, programming, and pacing. This continues to be a heavy lift, but the more comfortable the leadership team gets in our roles, the more seamless and supportive this will be.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Piedmont Avenue 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.

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

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

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

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

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

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Supplies purchased include chart paper, clipboards, additional writing utensils and paper.</p>	<p>College/Career Readiness</p>	<p>These supplies provide meaningful engagement during family sessions. Materials, resources, and supplies are distributed at school events.</p>	<p>We haven't utilized these funds before so this will be new for us.</p>	<p>We will evaluate the efficacy in the 26/27 school year.</p>
<p>We will make purchases of pizza, salad, cookies, and/or empanadas and drinks through approved vendors to support family engagement during events.</p>	<p>Student Connectedness to School</p>	<p>Student and family participation increases in school-related events when food is provided</p>	<p>We plan to host Family/Principal Coffee and Family Engagement Sessions. Our PTA has hosted a couple of in person events and provided food for those.</p>	<p>Utilize the support family engagement to plan and orchestrate family engagement opportunities.</p>
<p>We partially fund our EEIP teacher utilizing Title 1 funds so that we can preserve quality Science instruction for every student.</p>	<p>CAST (Science) at or above Standard</p>	<p>Our EEIP teacher provides high quality science instruction utilizing a combination of FOSS programming and our outdoor classroom which allows are teachers to engage in additional professional development, observation and planning.</p>	<p>Science instruction builds student engagement. Our classroom observations are illuminating more structure and task aligned to schedule, so we are focusing on consistency and rigor. Student who are mid-above grade level on i-Ready reading went from 10.4% to 19.3% from fall to mid-year.</p>	<p>We will continue to fund our science teacher but would like to add a more comprehensive and less compartmentalized approach to science instruction.</p>
<p>Central funding supports our Teacher on Special Assignment position to preserve and improve on instructional practices.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Supports instruction through pacing, coaching, and sharing best practices in ELA and Math</p>	<p>Our TSA supports our Professional Development Cycles in both ELA and Math. While we started the year continuing with school wide math goals, we have pivoted to honing in on foundational literacy skills for our students. Our classroom observations are illuminating more structure and task aligned to schedule, so we are focusing on consistency and rigor. Student who are mid-above grade level on i-Ready reading went from 10.4% to 19.3% from fall to mid-year.</p>	<p>We will continue to prioritize the position, as well as what external supports and organizational tools needed to make the role as efficient and impactful as possible. The TSA and Principal will support the ILT in planning professional development and professional learning communities, as well as teacher observations and coaching cycles.</p>

<p>We supplement centralized funding to hire our Attendance Specialist full time.</p>	<p>Chronic Absenteeism</p>	<p>A full-time Attendance Specialist will support improved student engagement by monitoring attendance data, conducting outreach to families, and implementing strategies that promote positive attendance habits.</p>	<p>We are on track to meet our chronic absenteeism goal and our average daily attendance goals.</p>	<p>We will continue to supplement the position full time as it allows us the opportunity to build consistency with families and explore how we remove barriers to our students getting to school.</p>
<p>Funds allocated support educational opportunities outside the classroom and in the local and broader community.</p>	<p>Student Connectedness to School</p>	<p>Offers students the opportunity to explore the local and broader community through formal and informal programming at sites connected to instruction. Every grade level will use Title 1 funding to support these outings.</p>	<p>Teachers plan field trips based on curricular themes or goals. Engagement and family/caregiver participation has been high during these outings. Last year, 13 out of 14 classrooms participated in offsite field trips using Title 1 funding.</p>	<p>We will prioritize the same amount of Title 1 funds for field trips next school year. We will also meet just before the school year begins to align trips to content ensure that we are maximizing the use of buses and all students have the opportunity to attend.</p>
<p>Funds allocated support educational opportunities outside the classroom and in the local and broader community.</p>	<p>Student Connectedness to School</p>	<p>Offers students the opportunity to explore the local and broader community through formal and informal programming at sites connected to instruction. Every grade level will use Title 1 funding to support these outings.</p>	<p>Teachers plan field trips based on curricular themes or goals. Engagement and family/caregiver participation has been high during these outings. Last year, 13 out of 14 classrooms participated in offsite field trips using Title 1 funding.</p>	<p>We will prioritize the same amount of Title 1 funds for field trips next school year. We will also meet just before the school year begins to align trips to content ensure that we are maximizing the use of buses and all students have the opportunity to attend.</p>
<p>Funds support headphones, licenses, and devices to improve instruction through the use of technology and media.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Improving acces to classroom technology</p>	<p>These funds have not yet been spent</p>	<p>If funding allows we will continue.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Piedmont Avenue Elementary School	SCHOOL ID:	146
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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:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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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	K-2 Teachers will undergo a goal-setting and peer observation cycle to improve their foundational literacy instruction. ILT will analyze the effectiveness of pull-out tutoring and re-prioritize the types of tutoring that have the greatest impact on student outcomes for the 26-27 school year. Teachers will engage in a data-informed cycle of inquiry to improve classroom management and students' time on task in class Teachers lead students in setting and monitoring goals and providing feedback Teachers are provided release time to plan literacy units with greater emphasis on reading and writing practice	African American Students	Academic	Tier 1 - Universal
1-2	Teachers engage in data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	All Students	Academic	Tier 2 - Supplemental
1-3	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	English Learner Students	Behavioral	Tier 2 - Supplemental
1-4	Teachers and staff (Case Manager, Attendance Specialist, and Community School Manager) will support teachers with low attendance rate by making phone calls, arrange parent meetings to discuss the importance of regular and on time attendance	Low Income Students	SEL / Mental Health	Tier 3 - Intensified

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

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

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

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

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, including our attendance specialist and social worker, that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

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

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need:

- Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	All Students	Academic	Tier 1 - Universal
4-2	Our Teacher on Special Assignment supports both mathematics and literacy. They will plan professional development and lead the professional learning communities to review data and track progress to align instruction with the pacing guides. We have been utilizing the district's new teacher professional development to augment onsite content and give new teachers additional support. In analyzing our iReady data schoolwide, we see that our biggest area of growth in language arts is comprehension, specifically with informational text. This will be a focal point in our schoolwide planning.	All Students	Academic	Tier 1 - Universal
4-3	Teachers will attend professional development to learn about culturally and linguistically responsive Teachers will inform our school teams about the culture and practices of our diverse student population. Teachers will serve on the OUSD hiring team to help select faculty members that reflect our student population. We are utilizing the Caring School Community programming to support both class and school community building as well as build consistency with our PBIS systems and approach.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers will be intentional about engaging African American students in academic discussions during mathematics instruction. Principal will observe classes and give feedback and coaching about the level of engagement of African American students during mathematics instruction. AAFE and AAMA programs implemented for grades 3-5 with weekly class schedules and lesson plans. We will be structuring the program differently next year to include ongoing meetings with students who need more social/emotional support, check in-check out systems with students to build engagement and accountability, and support with high-achieving Black male students to extend their learning and develop leadership skills.	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Teachers will use parent conference during the first week of school, October and March to communicate the academic achievement concerns of African American and all students. Parents will be encouraged to attend Family Reading and Math nights, parent education sessions, and math information sessions	African American	Academic	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. In all grades we will differentiate Language Arts instruction for our English Language Learners, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction with SIPPS, EL and iReady Online reading programs. The TSA will teach designated ELD and implement the ELPAC assessments.	English Learner Students	Academic	Tier 1 - Universal

6-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Teachers will integrate GLAD (Guided Language Acquisition Design) and culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	English Learner Students	Behavioral	Tier 2 - Supplemental
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PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and aftercare supervision.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Teachers will hold a TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten.	146-1
Funding supports a full-time position for our music teacher. Each student receives weekly instruction in music, composition, rhythm, song, and in playing a variety of instruments. Students showcase their learning each month to their peers through our Shining Star Assemblies, and twice annually to families and caregivers in evening concerts. Music instruction supports theoretical and historical understanding of music but also offers an outlet for creativity, social/emotional processing, and builds community.	\$32,368	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10099	Teacher Education Enhancement	0.30			K-2 Teachers will undergo a goal-setting and peer observation cycle to improve their foundational literacy instruction. ILT will analyze the effectiveness of pull-out tutoring and re-prioritize the types of tutoring that have the greatest impact on student outcomes for the 26-27 school year. Teachers will engage in a data-informed cycle of inquiry to improve classroom management and students' time on task in class Teachers lead students in setting and monitoring goals and providing feedback Teachers are provided release time to plan literacy units with greater emphasis on reading and writing practice	146-2
Funding supports music and art supplies used by the music and classroom teacher. This also includes materials like a new curtain for our stage and audio/visual supplies.	\$11,783	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			We will also provide therapeutic and mental health supports through our school social worker and our outside partner, A Better Way, to qualified students and families. We will extend services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., youth receiving support from the foster care system, or youth currently living unhoused. The community school manager will hold weekly attendance meetings, COST meetings to plan strategies for improving attendance of students with truancy concerns.	146-3

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funding supports assemblies and instruments.	\$14,763	Arts & Music in Schools (Proposition 28)	4399	Unallocated			0.00			Teachers will be intentional about engaging African American students in academic discussions during mathematics instruction. Principal will observe classes and give feedback and coaching about the level of engagement of African American students during mathematics instruction. AAFE and AAMA programs implemented for grades 3-5 with weekly class schedules and lesson plans. We will be structuring the program differently next year to include ongoing meetings with students who need more social/emotional support, check in-check out systems with students to build engagement and accountability, and support with high-achieving Black male students to extend their learning and develop leadership skills.	146-4
Funding supports arts assemblies and music and dance instruction through consultants.	\$30,538	Arts & Music in Schools (Proposition 28) Carryover	5825	Consultants			0.00			Teachers will be intentional about engaging African American students in academic discussions during mathematics instruction. Principal will observe classes and give feedback and coaching about the level of engagement of African American students during mathematics instruction. AAFE and AAMA programs implemented for grades 3-5 with weekly class schedules and lesson plans. We will be structuring the program differently next year to include ongoing meetings with students who need more social/emotional support, check in-check out systems with students to build engagement and accountability, and support with high-achieving Black male students to extend their learning and develop leadership skills.	146-5

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Funding supports an on site Social Worker which benefits students whose learning is impacted due to circumstances outside of their control. The position creates student capacity and engagement by providing targeted intervention for students who need it. They will support check-ins, case management, attendance, and COST related tasks, provide mental health services, social skills groups, and school-wide professional development.	\$92,916	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9171	Social Worker	0.65			We will also provide therapeutic and mental health supports through our school social worker and our outside partner, A Better Way, to qualified students and families. We will extend services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., youth receiving support from the foster care system, or youth currently living unhoused. The community school manager will hold weekly attendance meetings, COST meetings to plan strategies for improving attendance of students with truancy concerns.	146-6
Funding staffs a full-time Community School Manager (CSM) who is responsible for fostering a safe, positive, joyful, and strong school culture. Our CSM supports all students at Piedmont Avenue Elementary by increasing student and family engagement through our Positive Behavior Intervention and Supports (PBIS) and Coordination of Services Team (COST) processes, family engagement events, improving attendance and enrollment, and supporting a sense of belonging for all students and families.	\$95,973	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9841	Program Mgr Community School	0.50			Teachers and staff (Case Manager, Attendance Specialist, and Community School Manager) will support teachers with low attendance rate by making phone calls, arrange parent meetings to discuss the importance of regular and on time attendance	146-7

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funding a noon supervisor ensures adequate student supervision during high-risk, unstructured times like lunch and recess by maintaining safe student-to-adult ratios, monitoring behavior, and responding to incidents. The role supports compliance with supervision requirements, reduces liability, and allows certificated staff to focus on instruction and duty-free lunch. It also promotes a positive school climate by preventing conflicts and supporting student well-being, making it a necessary investment in safety and effective school operations.	\$9,622	California Community Schools Partnership Program	2905	Other Classified Salaries	11520	Noon Supervisor	0.20			All teachers and support staff will know the 3Bs, Be Safe, Be Responsible, Be Respectful and the MOSAIC monthly core values. All 4th grade students will be given the opportunity to participant in the week long MOSAIC camp to learn about mutual respect, open-mindedness, self-respect, attitude of positivity, individuality and community.	146-8
Funding supports our Ball for Life contract. A dedicated coach will plan and facilitate engaging recess and physical activity opportunities that foster teamwork, belonging, and student well-being. Ball for Life will also provide a Program Manager to oversee program implementation, support coach training, and ensure program quality. In collaboration with school staff, the program will help create a safe, active, and inclusive recess and PE environment that supports both student wellness and positive school climate.	\$24,000	California Community Schools Partnership Program	5825	Consultants			0.00			All teachers and support staff will know the 3Bs, Be Safe, Be Responsible, Be Respectful and the MOSAIC monthly core values. All 4th grade students will be given the opportunity to participant in the week long MOSAIC camp to learn about mutual respect, open-mindedness, self-respect, attitude of positivity, individuality and community.	146-9
Expenditure supports work with The Teaching Well to build a sense of belonging and strengthen attendance rates for all of our students, but specifically targeting students who are experiencing obstacles in getting to school.	\$2,489	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Teachers and staff (Case Manager, Attendance Specialist, and Community School Manager) will support teachers with low attendance rate by making phone calls, arrange parent meetings to discuss the importance of regular and on time attendance	146-10

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funding supports our Ball for Life contract. A dedicated coach will plan and facilitate engaging recess and physical activity opportunities that foster teamwork, belonging, and student well-being. Ball for Life will also provide a Program Manager to oversee program implementation, support coach training, and ensure program quality. In collaboration with school staff, the program will help create a safe, active, and inclusive recess and PE environment that supports both student wellness and positive school climate.	46000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			All teachers and support staff will know the 3Bs, Be Safe, Be Responsible, Be Respectful and the MOSAIC monthly core values. All 4th grade students will be given the opportunity to participate in the week long MOSAIC camp to learn about mutual respect, open-mindedness, self-respect, attitude of positivity, individuality and community.	146-11
Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and aftercare supervision.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-12
Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and aftercare supervision.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			All teachers and support staff will know the 3Bs, Be Safe, Be Responsible, Be Respectful and the MOSAIC monthly core values. All 4th grade students will be given the opportunity to participate in the week long MOSAIC camp to learn about mutual respect, open-mindedness, self-respect, attitude of positivity, individuality and community.	146-13
Funding supports platforms that foster a sense of belonging and strengthen attendance rates for all of our students, but specifically targeting students experiencing obstacles in getting to school.	\$20,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Teachers engage in data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	146-14

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds support classroom and office supplies as well as materials and resources.	\$7,300	LCFF Supplemental	4310	School Office Supplies			0.00			Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-15
Our TSA supports instructional best practices, coaching and observation of teaching staff, and leads the Instructional Leadership Team.	\$156,139	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11370	TSA 11Mon 12Pay	1.00			Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Teachers will integrate GLAD (Guided Language Acquisition Design) and culturally responsive teaching strategies into instruction to support all students, in particular our students of color, such as African American and Latino students and newcomers.	146-16
Funding staffs a full-time Community School Manager (CSM) who is responsible for fostering a safe, positive, joyful, and strong school culture. Our CSM supports all students at Piedmont Avenue Elementary by increasing student and family engagement through our Positive Behavior Intervention and Supports (PBIS) and Coordination of Services Team (COST) processes, family engagement events, improving attendance and enrollment, and supporting a sense of belonging for all students and families.	\$95,973	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9841	Program Mgr Community School	0.50			Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	146-17

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funding an early literacy tutor provides targeted, evidence-based reading support to students who are below grade level, accelerating skill development in foundational areas such as phonics, fluency, and comprehension. This intervention helps close achievement gaps, particularly for students requiring additional support, and reduces the need for more intensive services later. By supplementing core instruction, the tutor increases overall instructional effectiveness and supports improved reading outcomes and long-term academic success.	\$37,908	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	7980	Early Literacy Reading Tutor	0.80			Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	146-18
Funding an early literacy tutor provides targeted, evidence-based reading support to students who are below grade level, accelerating skill development in foundational areas such as phonics, fluency, and comprehension. This intervention helps close achievement gaps, particularly for students requiring additional support, and reduces the need for more intensive services later. By supplementing core instruction, the tutor increases overall instructional effectiveness and supports improved reading outcomes and long-term academic success.	\$51,151	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	10037	Early Literacy Reading Tutor	0.80			Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	146-19
Funding supports a full-time science teacher	\$116,819	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	4430	Teacher Education Enhancement	0.70			Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and culturally and linguistically responsive pedagogy. The school will partner with community organizations to provide additional reading support to students who are low performing that come from low-income families.	146-20

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
Funding supports a full-time music teacher	\$75,525	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10099	Teacher Education Enhancement	0.70			Teachers will be intentional about engaging African American students in academic discussions during mathematics instruction. Principal will observe classes and give feedback and coaching about the level of engagement of African American students during mathematics instruction. AAFE and AAMA programs implemented for grades 3-5 with weekly class schedules and lesson plans. We will be structuring the program differently next year to include ongoing meetings with students who need more social/emotional support, check in-check out systems with students to build engagement and accountability, and support with high-achieving Black male students to extend their learning and develop leadership skills.	146-21
Classified extra time to support parent engagement events.	\$220	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation			0.00		Student Connectedness to School	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Students who are performing far below grade level in reading will be provided an SST to support families with attendance issues and students will be considered for Piedmont Avenue Reading Tutors (PART) and/or After School Program.	146-22
Parent books other than textbooks to support academic support at home.	\$800	Title I, Part A Parent & Family Engagement	4200	Books other than Textbooks			0.00		i-Ready Reading at or above Mid-Grade	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Teachers will hold a TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten.	146-23
Supplies to support parent engagement events.	\$100	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		Student Connectedness to School	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	146-24

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 146

School: Piedmont Avenue Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Refreshments for Parent Engagement	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	146-25
Fingerprinting for Parents to increase the amount of parent volunteers	\$500	Title I, Part A Parent & Family Engagement	5838	Fingerprinting			0.00		Student Connectedness to School	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	146-26
EEIP teacher to provide additional supplemental prep time for teachers to have time for professional development, planning, and collaboration	\$50,065	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4430	Teacher Education Enhancement	0.30		i-Ready Reading at or above Mid-Grade	Teachers engage in data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	146-27
Social Worker	\$50,032	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	9171	Social Worker	0.35		Chronic Absenteeism	We will also provide therapeutic and mental health supports through our school social worker and our outside partner, A Better Way, to qualified students and families. We will extend services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., youth receiving support from the foster care system, or youth currently living unhoused. The community school manager will hold weekly attendance meetings, COST meetings to plan strategies for improving attendance of students with truancy concerns.	146-28
Attendance specialist.	\$29,612	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	2057	Attendance Specialist	0.50		Chronic Absenteeism	The community school manager and the attendance specialist will reach out to families to form strong partnerships about regular school attendance and on time arrival.	146-29
Classroom Technology	\$1,000	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000			0.00		i-Ready Reading at or above Mid-Grade	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	146-30



Title I, Part A School Parent and Family Engagement Policy 2025-26

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

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with setting home conditions that support children as students at each age and grade level.

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited

and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

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

- Sending emails via Parent Square by the principal and teachers about school and classroom events.

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

- Information presented at Report Cards, SSC Meetings, Parent Square.

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Supporting students in accessing school platforms while at home.
- Sending homework assignments as appropriate.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by the Piedmont Avenue School on August 27, 2025 and will be in effect for the period of August 11, 2025 through May 30, 2026.

The school will distribute this policy to all parents on or before September 20, 2025.

Signature of Principal: _____ *Jen Heeter* _____

Date: _____ *9/5/25* _____

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



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

School-Parent Compact

Piedmont Avenue Elementary School

2025-26

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 2025/26 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Provide math instruction that develops critical thinking, procedural and conceptual skills. Focus on learning basic facts; academic discussions and problem solving in multiple ways.
 - Provide ELA instruction with a focus on writing with citing evidence.
 - NGSS Science class with hands - on learning.
 - Technology skills using cross content curriculum.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - The first parent-teacher conference week will be October 6-10. Parents will be given the opportunity to meet with each child's teacher privately to discuss student progress. We will have additional minimum days during this time.
 - The second parent-teacher conference week will be March 9-13. Parents will be given the opportunity to meet with each child's teacher to discuss student progress. We will have additional minimum days during this time.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - Teachers will communicate with parents via email, Parent Square or phone calls to give updates about students' progress.

- Report Cards will be given three times in the year.
 - District assessment data will be reflected in the report cards.
- 4) Provide parents reasonable access to staff.**
- Parents can request additional conferences with teachers. In addition, each teacher has a weekly conference/preparation period in which can be devoted to parent conferences.
 - Teachers may provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- Parents/guardians are welcome to visit classrooms to observe. Please reach out to your teacher at least 24 hours in advance to schedule a time that works. Check in at the office to receive a visitor's pass.
 - All parents are invited to volunteer and participate in PTA sponsored and all other school wide events. Information on volunteering can be found at <https://www.oaklandedfund.org/programs/volunteer/parent-volunteers/>
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- All parents are invited to our Family Engagement Nights.
- 7) Educate staff members on the value of parent and family member contributions, and how to work with parents and family members as equal partners.**
- All teachers and staff members will have professional development about the importance of communicating with parents and how to welcome and engage them into the school environment.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- Messages sent via Parent Square in addition to a monthly bulletin sent by teachers will be used to communicate with family members about school events.
 - Parents can request information to be translated into additional languages.
 - Parents can request translation services for meetings.

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by the Piedmont Avenue Elementary on August 27, 2025 and will be in effect for the period of the 2025-26 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 20, 2025.

Signature of Principal Jen Heeter_____

Date _____9/5/25_____



Strategic Resource Planning (SRP)

Piedmont ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Jimmy [REDACTED]
Vice Chairperson:	Rachel Martin
Secretary:	Lisa Lefrak-Newby

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Jen Heeter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Juli Ward	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Rachel Martin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Merany Matthews	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Lisa Lefrak-Newby	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Kahina [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
April [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Sophia [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
La'Cole [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Jimmy [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday of the month
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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.

