

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Acorn Woodland Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Acorn Woodland Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Leroy Gaines
Date of this revision: 5/23/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Leroy Gaines
Address: 1025 81st Avenue
Oakland, CA 94621

Position: Principal
Telephone: 510-639-3344
leroy.gaines@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site:

ACORN Woodland Elementary School

Site Number: 165

- | | | |
|--|---|---------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/23/16

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

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|--|--|---|

Signatures:

Leroy Gaines <small>Print name of School Principal</small>	 <small>Signature</small>	5/24/16 <small>Date</small>
Leticia Venegas <small>Print name of SSC Chairperson</small>	Leticia V. Adz <small>Signature</small>	5/24/16 <small>Date</small>
Monica Thomas <small>Print name of Network Superintendent</small>	 <small>Signature</small>	5/25/14 <small>Date</small>
Ruth Alahydoian <small>Ruth Alahydoian, Chief Financial Officer</small>	 <small>Signature</small>	5-31-16 <small>Date</small>

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: ACORN Woodland Elementary School

Site Number: 165

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/25/2016	SSC	Shared test scores from mid year assessments and initial budget proposal.
2/2/2016	Leadership Team	Shared test scores from mid year assessments and initial budget proposal.
2/29/2016	SSC	Reviewed EL snapshot and voted on Title 1 funds.
4/25/2016	SSC	Reviewed SPF and received feedback on SPSA
5/17/2016	Leadership Team	Reviewed and made final additions/adjustments to SPSA
5/23/2016	SSC	Reviewed and approved final SPSA

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$52,150.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$157,082.64	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.01	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$356,111.82	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$60,659.23	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,554.94	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$62,214.17	\$0.00

ABOUT THIS SCHOOL

School Description

Acorn Woodland Elementary serves 300 scholars in grades Kindergarten through 5th in the Woodland neighborhood of East Oakland. Our school community is rich in its diversity, currently serving 79% Latino, 16% African American, and 2% Asian and Pacific Islander students. 90% of our students are eligible for the free or reduced-price lunch program. Our community has a deep history of grassroots community involvement. Families and community members have mobilized to take action on critical issues including school quality and reform. ACORN, the Association of Community Organizations for Reform Now, was once a key community partner which organized families to reopen the Woodland Elementary School site, as well as in pursuing campaigns toward the goal of creating more equitable and just communities. The legacy of Acorn lives on through our continued support and partnership with strong progressive community based organizations

School Mission and Vision

At Acorn Woodland Elementary, we see our young scholars as seeds who are planted in their families and communities. We expect that every student will grow to meet his or her full potential, just as an acorn grows into a mighty oak tree. To do so requires dedication, high expectations and excellent teaching. Through the focus on rigorous academics, character values and leadership skills, we provide the roots for our young scholars to be like mighty oak trees. Scholars leave AWE grounded in their communities yet prepared to branch out to achieve higher education.

At AWE, our mission is to: Prepare all students to leave AWE with the skills and determination to successfully pursue a college education.

As Acorn Woodland staff members we agree to:

- Use integrated thematic units that cultivate curiosity, creativity and critical thinking for all of our students.
- Empower students and families to take leadership in building healthy communities.
- Foster personal and cultural pride in all of our students while developing respect, understanding and valuing the diverse perspectives of different cultures.
- Support English Language Learners through native language literacy instruction in our (K-3rd) Spanish bilingual program and best practices in our sheltered English immersion program.

MAJOR IMPROVEMENT PRIORITIES

<i>Major Improvement Priority #1:</i>	Alignment of CCSS with TC Reader's & Writer's Workshop
<i>Major Improvement Priority #2:</i>	Alignment of Mathematics Curriculum to CCSS
<i>Major Improvement Priority #3:</i>	English Language Development and Academic Language
<i>Major Improvement Priority #4:</i>	School Culture/PBIS

MAJOR IMPROVEMENT PRIORITY #1:**Alignment of CCSS with TC Reader's & Writer's Workshop**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
31% of Acorn Woodland 3rd-5th graders were proficient on the 2014-15 SBAC ELA assessment.	30% of Acorn Woodland 2nd-5th grade students were at or above grade level on the Spring 2015 Scholastic Reading Inventory
55% of AWE students were at or above grade level on the winter F&P reading record assessment.	77% of Acorn Woodland 2nd & 3rd grade students were not at grade level according to the Winter F&P reading record assessment.
7% of Acorn Woodland students were identified as chronically absent during the 2014-15 school year.	76% of Acorn Woodland Students were below grade level on the Winter 2016 Scholastic Reading Inventory

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Adjustments to our 2015-16 school plan have resulted in slightly stronger reading results. We continue to struggle getting students to grade level on the SRI. 2nd and 3rd grade are particular areas of need.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

1) Coaching for new teachers. Particularly in the area of planning and standards alignment. 2) Support for 3rd grade bilingual transition into English. 3) More opportunities for students to engage with grade level complex text. 4) Focused PD and coaching on implementing standards aligned writing lessons

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By May 2017, 50% of AWE 3rd-4th graders will meet or exceed standard on the 2016-17 SBAC ELA assessment.	SRI	All Students	30%	40%	50%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	By June 2017, All AWE Students, who are below grade level, will demonstrate 1½ years growth in independent reading level according to F&P running record data.	F&P	All Students	16%	50%	60%	3: Students are reading at or above grade level.
Academic	By June 2017, All AWE Students will gain 1½ years growth in reading according to Scholastic Reading Inventory assessment	SRI	All Students	30%	40%	50%	3: Students are reading at or above grade level.
Climate & Culture	3% of Acorn Woodland students were identified as chronically absent during the 2016-17 school year.	Chronic Absence	All Students	7%	5%	3%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Improving the access and rigor of (TCRW) Reader's Writer's Workshop through the alignment of lesson planning, (TCRW) Reader's Writer's Workshop practices and Common Core State Standards.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Use reading records to understand individual student strengths and areas of growth and guide instruction. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	Data conferences with teachers every trimester	Professional Development facilitated by ELA Lead Teachers
Prepare students for close reading by setting a purpose and providing text-dependent questions. Use shared reading and mini-lessons to explicitly model and gradually release responsibility for reading, discussing and writing about complex text.	Develop an RTI system that focuses on increasing student foundational literacy skills.	Lead Team Members will provide monthly PDs aligned to supporting the goal of achieving 1 ½ years growth on F&P.
Use F&P Foundations Assessment to understand individual student strengths and areas of growth and guide instruction. Establish Year long differentiated phonics plans for class and students.	Analyze foundational literacy data to identify and plan to address foundation literacy gaps.	Data meetings and biweekly grade level collaboration time to review and analyze Reading Data.

K-5th Science integrated English Language Development during the first 30mins of school Monday-Thursday.	Informal and formal walk through w/ feedback on execution of Science ELD lessons.	PDs focused on Science integrated English Language Development
Use of Mondo Guided Reading K-5th	Walkthroughs and Meetings scheduled with TSA to determine quality of the implementation of Mondo Guided Reading in K-5th grade classrooms.	Teacher professional development on small group instruction using Mondo Guided Reading and confering with students.
Align academic discussion strategies to systematic English language development structures to support differentiated academic text based discussions during ELD period.	Establish one pager with suggestions and expectations for the school wide use of accountable talk strategies.	Fund full or partial TSA-Instruction to support on-site Professional Learning. Support for on-going coaching and designing of professional learning. TSA must work with a group of students daily. TSA schedule due to ExO upon creation of position prior to hiring individual.
Scaffold and differentiate instruction for diverse language learners by providing vocabulary and language structures that all students need to participate in writing and discussing a text.	Select Teacher Leaders by subject area to compose the Instructional Leadership Team. ILT meets 2x monthly to examine instructional practices, set professional learning direction, and assist with the implementation of Common Core/NGSS.	Increase Science FTE to create Common Planning Time for grade level or department teams. Align master schedule to create additional prep period to be used for Common Planning Time (MS)
Teachers will assess and identify students who are reading under grade level and refer them to our Extended Learning Period to receive reading support.	Develop a prep schedule of electives (computers, art, P.E.) students can participate in while teachers collaborate.	Use Art teacher to provide release time for PLCs, curriculum planning, lesson/unit design and/or data cycle
Upper grade teachers will impliment Socratic Seminars which will push GATE students to seek a more in-depth understanding of complex text and ideas through rigorous and thoughtful dialogue.	Create and use Principal, AP and TSA weekly schedule that include regular time to conduct observation and feedback with teachers before, during and afterschool.	Minimum Days for teacher unit planning
Extended Learning Period to provide additional reading instruction during after school period	Create a contract with after school partner Girls Inc. to support literacy instruction during the after school program.	Differentiated small group instruction.
Intervention period to support readers who are below grade level.	Contract with Girls Inc. to support below grade level readers.	Differentiated small group instruction.
Intigrate Accelerated Reader, NewsELA and Headsprout into ELA period	Purchase license for Accelerated Reader, NewsELA and Headsprout. Develop implimentation plan to support consistent use of this blended approach.	Differentiated independent learning centers with blended learning.

MAJOR IMPROVEMENT PRIORITY #2: Alignment of Mathematics Curriculum to CCSS

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges

30.6% of AWE 3rd-5th graders met or exceeded standard on the 2015-16 SBAC Math Assessment	18% of AWE English Language Learners met or exceeded standard on the 2015-16 SBAC Math Assessment
33.6% of Latino AWE 3rd-5th graders met or exceeded standard on the 2015-16 SBAC Math Assessment	8% of AWE 3rd-5th grade students were proficient on the Winter 2016 SMI assessment

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

There is a need for clearer alignment between math lessons, Common Core State Standards and frequent benchmark assessments.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

1) Coaching for new teachers. Particularly in the area of planning and standards alignment. 2) Development of CCSS standards aligned benchmarks and quarterly data meetings 3) More opportunities for students to engage with constructivist mathematical lessons through an inquiry based, Japanese lesson design. 4) Revisioning Math curriculum to better align with CCSS math

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By May 2017, 50% of AWE 3rd-4th graders will meet or exceed standard on the 2016-17 SBAC Math assessment.	SBAC Math	All Students	30.6%	40%	50%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By June 2017, 30% of 3rd - 5th Grade AWE Students will be proficient on the Scholastic Math Inventory assessment	SMI	All Students	N/A	20%	30%	1: Graduates are college and career ready.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Develop teacher ability to develop rigorous, constructivist Common Core State Standard aligned math lessons through standards based lesson design.*

KEY PRACTICES FOR PRIORITY #2		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Use standards and instructional materials to collaboratively establish goals and a year-long scope and sequence anchored by assessments.	Data conferences between teachers and principal every trimester	• Wednesday Differentiated PD: Focus on New Teacher support, Data Analysis,
Use backwards design (outcome, evidence, instruction) to plan ELA units and lessons aligned to California Common Core State Standards.	Informal and formal walk through w/ feedback by principal	• Professional Development focused on developing an understanding of Webb DOK and its relationship to CCSS.
Develop a deep understanding of Webb DOK and the CCSS. Teachers will understand how to align their daily lessons to them.	Analyze school-wide and classroom math unit assessments and performance tasks to create/implement corrective instruction and differentiation.	• Math Lead teachers who sit on the leadership team.
Implementing the Math Expressions lessons and OUSD performance tasks as outlined by Core Curriculum Guide.	Use extended contracts to stipend ILT to do extended planning or summer planning with Principal/AP for curriculum, instructional strategies implementation and support	• Math Lead teachers will facilitate five whole staff math PDs a year.
Utilize an inquiry based, Common Core State Standards focused lesson design to support all students in developing a constructivist understanding of mathematics	All teachers will engage in PLCs focused on Japanese lesson design.	Leadership team members will lead Japanese lesson design cycles with their grade level teams.

MAJOR IMPROVEMENT PRIORITY #3: English Language Development and Academic Language

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
24% of AWE students were at or above grade level on the winter Scholastic Reading Inventory assessment.	11% of Acorn Woodland English Language Learners were reclassified during the 2014-15 school year
	Acorn Woodland reclassification rate dropped from 18% in 2013-14 to 11% in 2014-15

ROOT CAUSE ANALYSIS for Priority #3
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Acorn Woodland has not established practices that address the needs of our English Language Learners. AWE students's challenges with the SRI have prevented many EL students from being reclassified.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

1) Develop lessons through out the school day that incorporate language objectives and oppurtunities for student academic discussion. 2) Design content embedded English Language Development units that give students access to meaningful grade level complex text to practice ELD strategies with. 3) Develop academic discussion protocol implimenttion rubric that would align school wide student talk expectations.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	40% of AWE English Language Learners will be reclassified by the 2017 administration of the CELDT.	EL Reclassification	English Learners	11%	20%	40%	4: English learners are reaching English fluency.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	90% of all Acorn Woodland EL Students demonstrate one or more CELDT level growth or remain at CELDT level 5 according to the 2017 CELDT.	CELDT	English Learners	N/A	80%	90%	4: English learners are reaching English fluency.
Academic	By June 2017, 40% of AWE students will be at or above grade level on the Scholastic Reading Inventory assessment.	SRI	All Students	30%	40%	50%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Academic Talk and Designated Content Embedded ELD*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Adopt approaches that create access for ELs including RESULTS/RALLI, Constructing Meaning.	Support the planning of professional development to support the use of RALLI strategies and training in constructing meaning.	Allocate professional development time to support the use of RALLI strategies and training in constructing meaning.

Conduct deep data analysis, observe EL experience and to create action plan.	Monitor formative and summative data of EL progress	Release time for teachers to analyze data, and participate in data conference.
Administer ADEPT assessment 2x a year.	Review ADEPT results 2x a year during data conferences,	Manage data wall with student ADEPT results.

MAJOR IMPROVEMENT PRIORITY #4: School Culture/PBIS

PERFORMANCE STRENGTHS & CHALLENGES for Priority #4	
Student Performance Strengths	Student Performance Challenges
6.00 score on Culture & Climate Student California Healthy Kids Survey	7% of Acorn Woodland students were chronically absent during the 2014-15 school year.
4.7 score on Culture & Climate Parent California Healthy Kids Survey	Acorn Woodland had a 6.5% suspension rate during the 2014-15 school year
7% of Acorn Woodland students were identified as chronically absent during the 2014-15 school year.	31% of Acorn Woodland students suspended during the 2014-15 school year were African American

ROOT CAUSE ANALYSIS for Priority #4
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
Acorn Woodland did a great job getting the chronic absence rate down; however, this could be reduced even further with more scheduled SART meetings through out the year. There is also room for growth in the area of student suspension rates, particularly with African American students.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
1) Schedule bimonthly SART meetings for chronic absent students 2) Utilize COST to identify at risk students to help prevent misbehaviors and suspensions. 3) PD, workshops and conversations with staff and families about the interplay of race and school. 4) Full implimentation of PBIS across the school

STUDENT PERFORMANCE GOAL(S) for Priority #4							
Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	Reduce suspensions to below 2% during the 2016-17 school year	Suspensions	All Students	6.5%	4%	2%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Climate & Culture	Increase average daily attendance rate to 98% during 2016-17 school year	Chronic Absence	All Students	93%	95%	98%	5: Students are engaged in school everyday.
Social/Emotional	Reduce the rate of African American student suspensions to 0% during the 2016-17 school year	Suspensions	African- American Males	31%	5%	0%	5: Students are engaged in school everyday.
Climate & Culture	90% of students report having a positive schooling experience on the California Healthy Kids Survey	Culture/ Climate: Student	All Students	73%	85%	90%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #4

Major Improvement Strategy for this priority: *Revision School Culture Team to support develop, document and impliment Positive Behavior Intervention Supports that will strengthen our tier 1, 2 &3 structures.*

KEY PRACTICES FOR PRIORITY #4

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Make supportive calls to families 2 hours per month to encourage attendance, set goals with students and incentivize improvement	Engage the Instructional Leadership Team and School Culture Team to assist the school community in assessing and updating school vision.	Distributed leadership among the ILT/SCT to lead a collaborative visioning process.
Hold SST meetings for students Identified as homeless and/or foster youth.	A school staff person (e.g., counselor, teacher, social worker) whom homeless/foster youth can talk to about any problems or concerns.cclf the child has fallen behind his grade	Strong Response to Intervention pyramid in place to move students into the sphere of success
Supporting and honoring home languages during classroom instruction	Use School Culture Team, PBIS team or COST team to create a behavioral RTI pyramid that all staff understand and implement. Refine as implementation informs practice.	Address issues of bias and race and build cultural competency to serve diverse students through on-going professional learning, coaching, workshops/conferences and dialogue for teachers and staff
Implementing culturally relevant instructional practices and content matter	Conduct regular communication about RTI Framework and progress monitoring to share with whole staff and families.	Coordinate Tier 1,2,3 practices and lead SST Meetings.
Support reading of complex text through the use of Perspectives for a Diverse America; which is based on the Anti Bias Framework.	Schedule regular time with whole staff to build capacity to teach and reinforce core values and behavioral expectations, to revisit school culture goals	COST to support and identify students and families in need of wrap around services; which includes studens who are foster youth and from transient families.

Weekly SEL lessons from a dedicated SEL curriculum such as Second Step.	Engage staff and parents in dialogues about race, culture and experience	Attendance Team Meetings: Meeting with Attendance Team at least 2X per month to implement comprehensive attendance plan
Develop Welcoming Schools Unit for Annual Ally Month	Examine the SEL competencies of the adults serving students. Provide SEL education to adults during staff meetings.	School Culture rotation (Sept & Jan) to teach students about school expectations and rules.
Develop Buddy Reading partners and Buddy Reading time lessons.	Create FTE (Community Relations Asst, School Culture TSA, Case Manager) to identify high needs students/families and coordinate supports that improve attendance and parent engagement.	Monthly Parent Leadership meetings led by Family Coordinator.
K-2nd Grade SDC Integrated classroom teachers will collaboratively plan units that support the students in understanding friendship, Allyship and the issues of equity among SPED students.	Pay for classified staff to work overtime to support the development and refinement of school systems and improve overall school culture	Weekly Student Leadership Class to support leadership development of our 5th grade students.
	Hire 2 part time noon supervisors to support recess and lunch.	Monthly SSC meetings to discuss and make decisions about school programming and funding with the school community.
	Pay for classified staff to work overtime to support recess and lunch.	Allocate time during the summer to develop operational systems that will ensure a strong fall start.
	Pay for clerical summer time work to prepare for strong fall start.	Hire bilingual Clerk to support communication with Spanish speaking families.
Summer School session for incoming kindergarten students	Recruit and hire teachers to teach summer kindergarten class	Identify curriculum and learning targets for summer kinder sessions.
Fitness period to encourage healthy lifestyle	Contract for fitness consultant to support teachers with fitness lessons	
Integrate PBIS strategies in and out of the classroom	Develop PBIS team that meets biweekly who will support teachers in implementing PBIS systems.	Once monthly PBIS/School Culture PD for staff.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Girls Inc. Afterschool contract	Extended Learning Period to provide additional reading instruction during after school period	A1.6: After School Programs	5825	n/a	n/a	n/a	165-1	165
\$10,000.00	General Purpose Discretionary	Purchase office and classroom supplies for 2016-17 school year.	Prepare students for close reading by setting a purpose and providing text-dependent questions. Use shared reading and mini-lessons to explicitly model and gradually release responsibility for reading, discussing and writing about complex text.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	165-2	165
\$42,150.00	General Purpose Discretionary	Contract to support three after school literacy interventionist to increase student reading levels	Intervention period to support readers who are below grade level.	A3.2: Reading Intervention	5825	n/a	n/a	n/a	165-3	165
\$16,492.25	LCFF Concentration	Salary TSA	Fund full or partial TSA-Instruction to support on-site Professional Learning. Support for on-going coaching and designing of professional learning. TSA must work with a group of students daily. TSA schedule due to ExO upon creation of position prior to hiring individual.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0023	0.15	165-4	165
\$3,298.75	LCFF Concentration	Salary Bilingual Clerk	Hire bilingual Clerk to support communication with Spanish speaking families.	A5.4: Root Causes of Chronic Absence	n/a	CLERK BILINGUAL	CLKBIL0035	0.1	165-5	165
\$26,203.37	LCFF Concentration	Salary Science Prep Teacher	Increase Science FTE to create Common Planning Time for grade level or department teams. Align master schedule to create additional prep period to be used for Common Planning Time (MS)	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0013	0.3	165-6	165
\$4,005.64	LCFF Concentration	Noon supervisors to support Kindergarten lunch time, morning recess and breakfast	Pay for classified staff to work overtime to support recess and lunch.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	165-7	165
\$39,781.28	LCFF Supplemental	Salary TSA	Fund full or partial TSA-Instruction to support on-site Professional Learning. Support for on-going coaching and designing of professional learning. TSA must work with a group of students daily. TSA schedule due to ExO upon creation of position prior to hiring individual.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0196	0.4	165-8	165
\$49,476.74	LCFF Supplemental	Salary TSA	Create and use Principal, AP and TSA weekly schedule that include regular time to conduct observation and feedback with teachers before, during and afterschool.	A2.6: Teacher Evaluation	n/a	10 MONTH CLASSROOM TSA	C10TSA0023	0.45	165-9	165
\$55,804.63	LCFF Supplemental	Salary TSA Community Relations	Monthly Parent Leadership meetings led by Family Coordinator.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB0002	1	165-10	165
\$5,172.88	LCFF Supplemental	Salary Noon supervisors to support Kindergarten lunch time, morning recess and breakfast.	Hire 2 part time noon supervisors to support recess and lunch.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0035	0.2	165-11	165
\$5,891.61	LCFF Supplemental	Salary Noon supervisors to support Kindergarten lunch time, morning recess and breakfast.	Hire 2 part time noon supervisors to support recess and lunch.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0061	0.2	165-12	165
\$955.49	LCFF Supplemental	Supplies to support common core aligned instruction.	Develop a deep understanding of Webb DOK and the CCSS. Teachers will understand how to align their daily lessons to them.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	165-13	165
\$10,000.00	Measure G (School Libraries)	To purchase books.	Prepare students for close reading by setting a purpose and providing text-dependent questions. Use shared reading and mini-lessons to explicitly model and gradually release responsibility for reading, discussing and writing about complex text.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	165-14	165
\$11,000.00	Measure G (School Libraries)	Supplies and to purchase online subscriptions	Develop an RTI system that focuses on increasing student foundational literacy skills.	A3.1: Blended Learning	4310	n/a	n/a	n/a	165-15	165
\$12,500.00	Measure G (TGDS)	Funds for alternate observers and teacher leadership	Lead Team Members will provide monthly PDs aligned to supporting the goal of achieving 1 ½ years growth on F&P.	A2.6: Teacher Evaluation	1122	n/a	n/a	n/a	165-16	165
\$193.75	Measure G (TGDS)	Supplies for alternate observers and teacher leadership	Adopt approaches that create access for ELs including RESULTS/RALLI, Constructing Meaning.	A2.6: Teacher Evaluation	4310	n/a	n/a	n/a	165-17	165

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$22,350.00	Program Investment	Contract for computer/technology curriculum supports.	Use reading records to understand individual student strengths and areas of growth and guide instruction. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	A3.1: Blended Learning	5825	n/a	n/a	n/a	165-18	165
\$59,671.93	Title I Basic	Salary TSA to provide instructional coaching and curriculum support for teachers.	Data conferences with teachers every trimester	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0196	0.6	165-19	165
\$987.30	Title I Basic	Purchase Accerlated Reader software		A2.3: Standards-Aligned Learning Materials	4399	n/a	n/a	n/a	165-20	165
\$1,554.94	Title I Parent Participation	Resources for parent workshop and SSC meetings	Monthly Parent Leadership meetings led by Family Coordinator.	A6.1: Parent / Guardian Leadership Development	4311	n/a	n/a	n/a	165-21	165

School-Parent Compact 2015 - 2016
Acorn Woodland Elementary School

It is important that Acorn Woodland Elementary families and staff work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life. This Compact outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the Acorn Woodland Elementary School and Acorn Woodland parents will develop a partnership to help children reach proficiency on the Common Core State Standards.

AWE Staff Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Staff Signature: _____

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student Signature: _____

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Family/Parent Signature: _____

School Site Council Membership Roster – Elementary

School Name: Acorn Woodland Elementary

School Year: 2015-16

Chairperson : Raul Garcia	Vice Chairperson: Laticia Hernandez
Secretary: Asucena Angulo	*LCAP Parent Advisory Nominee: Isabela Malagon
*LCAP EL Parent Advisory Nominee: Jacob Mata	*LCAP Student Nominee:

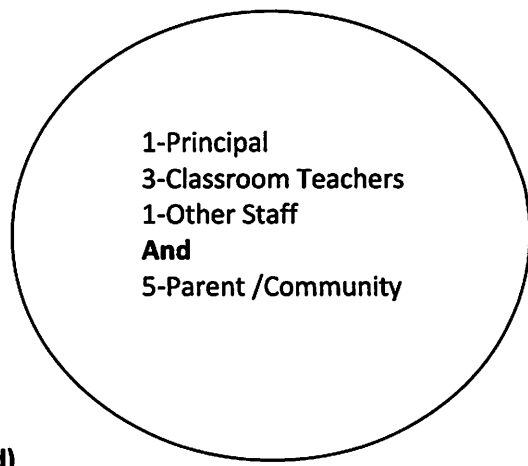
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Leroy Gaines	X			
Esperanza Aguilar			X	
Julissa Lambert-Yank		X		
Julie Guy		X		
Raul Garcia				X
Laticia Hernandez				X
Jacob Mata				X
Asucena Angulo				X
Isabela Malagon				X
Kari Laux		X		

Meeting Schedule (day/month/time)	Last Monday of each month at 4 pm
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 Parent/community members cannot be OUSD employees at the site.



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.

Title I School Parental Involvement Policy 2015 - 2016 **Acorn Woodland Elementary School**

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Acorn Woodland Elementary School agrees to implement the following statutory requirements:

Will convene an annual Title I meeting to perform the following:

- Inform parents of their schools participation in the Title I Program.
- Explain the requirements of the Title 1 Program.
- Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
- The parents' right to participate in the development of the District's Title 1 Plan.

This meeting will occur in early September as part of the annual establishment of SSC and ELAC:

- Offer a flexible number of meetings for parents. Monthly opportunities for parents to become involved include: Monthly Parent Leaders Meetings, Monthly Coffee Chat, School Site Council.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent involvement Policy. We regularly review and monitor our Title 1 programs during our monthly SSC meetings.
- Provides parents of Title I students with timely information about Title I programs. Monthly, we monitor our Title 1 programs with SSC and ELAC parents by reviewing student learning data.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. We regularly review of Title 1 programs and student learning data not only during SSC meetings, but also conduct two teacher led parent/teacher conferences.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. We provide parents with numerous opportunities to participate in decision-making processes through regular SSC team meetings and our Parent Leader Program.

Building Parent Capacity for Involvement

Acorn Woodland Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding Common Core State standards, assessments, and how AWE monitors and improves the academic achievement of their children.
 - 1) Common Core State Standards academic content standards
 - 2) The Common Core State Standards student academic achievement standards
 - 3) Oakland Unified School District's academic assessments, including Common Core Aligned Benchmark assessments and other localized reading assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) Parent / teacher report card conferences
 - 6) Student learning goals meetings with teachers

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. We provide parents with regular workshops to help educate and train our parents to work with their children. Examples of these include Monthly Parent Leader Workshops and Teacher Led Parent Workshops.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. We hold an annual professional development with teachers and parents to help find ways to better communicate and partner on best supporting our students.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Parent coordinator works to create academic workshops, develop Family Literacy, Outreach to community partners, and promote Healthy Families.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Regular communication with families via monthly parent calendar, weekly parent communication folders and periodic parent memos.

- Provides support, during regular meetings, for parental activities requested by Title I Program parents. Provide parents with workshops and ideas for at home academic support for families.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the Acorn Woodland Elementary School Site Council on 5/20/15 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The Acorn Woodland Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)



(Date)

5/21/15