

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Acorn Woodland Elementary School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** ACORN Woodland Elementary School  
**CDS Code:** 1612596002273  
**Principal:** Leroy Gaines  
**Date of this revision:** 6/5/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

**Position:** Principal  
**Telephone:** 510-639-3344  
**Email:** [leroy.gaines@ousd.org](mailto:leroy.gaines@ousd.org)

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 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                        | <input type="checkbox"/> School Improvement Grant (SIG) |

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:** 5/22/17

6. 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, media announcements, etc.)

**Signatures:**

Leroy Gaines



5/22/17  
Date

School Principal

Signature

Date

Leticia Venegas

Leticia Venegas

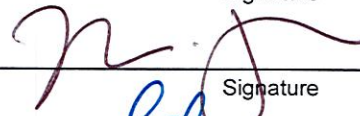
5/22/17  
Date

Print name of SSC Chairperson

Signature

Date

Monica Thomas



5/22/17  
Date

Network Superintendent

Signature

Date

Marcus Silvi



5/25/17  
Date

Coordinator, Office of Accountability Partners

Signature

Date

## 2017-18 SPSA ENGAGEMENT TIMELINE

**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 othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/2016	SSC	Reviewed progress towards school wide goal of 1.5 years reading growth. Analyzed F&P and SRI reading data.
12/14/2016	AWE Staff	Reviewed progress towards school wide goal of 1.5 years reading growth. Analyzed F&P and SRI reading data.
1/30/2017	SSC	Budget training and review 2017-18 budget proposal including school focus and theory of action plan.
1/18/2017	AWE Staff	Budget training and review 2017-18 budget proposal including school focus and theory of action plan.
2/27/2017	SSC	Budget & adjustment to SPSA. Review the current site plan and 2017-18 budget. Propose and amend the site plan to allocate 2017-18 budget.
3/21/2017	SSC	Finalize SPSA. 1) Review SPSA Big Rocks and Goals. 2) Review SPSA funding. 3) Vote
5/12/2017	SSC	Review final draft of SPSA & Vote

## 2017-2018 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 ... <b>General Purpose Discretionary #0000</b>	\$48,736.16	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$228,037.88	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$96,628.84	TBD
<b>TOTAL:</b>	<b>\$473,402.87</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$47,635.69	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,307.29	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$48,942.98</b>	<b>\$0.00</b>

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## PART A: ABOUT THE SCHOOL

### School Description

At ACORN Woodland Elementary (AWE), we employ a variety of strategies to ensure that a solid base of grade level skills are mastered, while fostering creative and critical thinking among our students. We take an interdisciplinary approach to projects, integrating art, science and technology throughout the curriculum. We are systematic about teaching the standards and provide multiple ways for students to reach mastery. AWE scholars develop both character and leadership skills. We explicitly teach our 9 Core Values and provide recognition for students as they demonstrate these values. We also know that the partnership between teachers, staff and parents is vital to ensuring student success. We support our teachers and hold them accountable through peer observations, protocols, weekly collaboration and professional development. In addition, families are valued and respected as integral partners in the AWE school community. We believe that we can maximize the learning for every child when their families are brought in as experts and resources. Community leaders and organizations are also valued as partners throughout the school community.

### 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.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Alignment of CCSS with TC Reader's & Writer's Workshop

#### SCHOOL GOAL for Alignment of CCSS with TC Reader's & Writer's Workshop:

By May 2018, 43.8% of AWE 3rd-5th graders will meet or exceed standard on the 2017-18 SBAC ELA assessment.

#### SCHOOL TARGETS for Alignment of CCSS with TC Reader's & Writer's Workshop:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
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SRI	All Students	33.85%	38.85%	43.85%
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**Other Leading Indicators for Alignment of CCSS with TC Reader's & Writer's Workshop:**

SRI, F&P, CCSS Aligned benchmarks and quizzes

**NEEDS ASSESSMENT for Alignment of CCSS with TC Reader's & Writer's Workshop:**

STRENGTHS	CHALLENGES
Confering is happening in classrooms  Small groups are happening in classrooms  Students engaged in independent reading  Progress Monitoring  Student reading goals  33% of students prof. on SBAC ELA	Students reading with a purpose. Accountability for the learning. What happens in the lower grades in terms of follow up to reading a book.  Rigor: teachers are focused on scaffolding. Doing the thinking for the students.  Increased quality of turn and talk;

ROOT CAUSE ANALYSIS
Not clear about what we can or should expect for students. Scaffolds are being left in instructions, and aren't being removed.  What types of questions are we asking students?  Are we buying time here or being intentional?

**MATHEMATICS PRIORITY: Alignment of Mathematics Curriculum to CCSS**

**SCHOOL GOAL for Alignment of Mathematics Curriculum to CCSS:**

By May 2018, 33.7% of AWE 3rd-5th graders will meet or exceed standard on the 2017-18 SBAC Math assessment.

**SCHOOL TARGETS for Alignment of Mathematics Curriculum to CCSS:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	25.71%	29.71%	33.71%

**Other Leading Indicators for Alignment of Mathematics Curriculum to CCSS:**

SMI, CCSS Aligned benchmarks and quizzes

**NEEDS ASSESSMENT for Alignment of Mathematics Curriculum to CCSS:**

STRENGTHS	CHALLENGES
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Many teachers embracing TTP  Increased student collaboration  Objectives clear in TTP lessons	Concerning lack of focus and or clear objectives. Teachers don't seem to know where to find what the highest point is. Teachers are taking a long time on the front end of the lesson and not moving into the other parts. Teachers moved on if students didn't get it. 26% of students prof. on 2016 SBAC
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**ROOT CAUSE ANALYSIS**

Underdeveloped content knowledge. Lack of strategies to get students unstuck. Students are confused. Don't have an intervention system to support students. Students leaving the lower grades with gaps. Math pedagogy, we might not be teaching it right. Question: Are teachers using Eureka strategies? Need for fluency. When do all students learn this?

**CULTURE & CLIMATE PRIORITY: School Culture/PBIS**

**SCHOOL GOAL for School Culture/PBIS:**

Reduce chronic absent students to below 4% total.

**SCHOOL TARGETS for School Culture/PBIS:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	6.40%	5.90%	5.40%

**Other Leading Indicators for School Culture/PBIS:**

Weekly attendance reports

**NEEDS ASSESSMENT for School Culture/PBIS:**

STRENGTHS	CHALLENGES
Suspensions: 0%  Parent Survey 95%  Staff Survey 99%  Chronic Absence 6.4%	Reclassification 15%  SEL Survey 65%

**ROOT CAUSE ANALYSIS**

SRI scores are low. School wide transition to integrated ELD.

**FAMILY & STUDENT ENGAGEMENT PRIORITY: Student Engagement**

**SCHOOL GOAL for Student Engagement:**

Improve 5th grade student social emotional learning survey results by 15% from 2015-16



**SCHOOL TARGETS for Student Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Social Emotional Learning	All Students	65.00%	N/A	80.00%

**Other Leading Indicators for Student Engagement:**

Student surveys, attendance

**NEEDS ASSESSMENT for Student Engagement:**

STRENGTHS	CHALLENGES
71% student climate survey; 65% student social emotional learning survey	6.4% Chronic Absence

ROOT CAUSE ANALYSIS
No SEL curriculum.

<b>ADDITIONAL PRIORITY:</b> English Language Development and Academic Language
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**SCHOOL GOAL for English Language Development and Academic Language:**

25% of AWE English Language Learners will be reclassified by the 2018.
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**SCHOOL TARGETS for English Language Development and Academic Language:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	14.60%	17.60%	20.60%

**Other Leading Indicators for English Language Development and Academic Language:**

SRI

**NEEDS ASSESSMENT for English Language Development and Academic Language:**

STRENGTHS	CHALLENGES
Increase in student talk  Transitioning into integrated ELD with science focus	15% of students reclassified in 2016

ROOT CAUSE ANALYSIS

SRI scores are low. School wide transition to integrated ELD.

## PART C: THEORY OF ACTION

<b>SCHOOL THEORY OF ACTION for Alignment of CCSS with TC Reader's &amp; Writer's Workshop:</b>	If we implement TCRWP at a high level with a focus on common core state standards then we will be successful in both moving student reading levels of complex text up which will result in 50% of our 3rd through 5th grade students performing at or above proficiency on the 2018 SBAC ELA.
<b>SCHOOL THEORY OF ACTION for Alignment of Mathematics Curriculum to CCSS:</b>	If teachers have opportunities to learn common core standards based mathematics in ways that model Thinking Through Problem Solving, which includes: <ul style="list-style-type: none"> <li>• Anticipating typical student responses, misconceptions, and common errors;</li> <li>• Recognizing mathematical principles and logic as the basis for determining the validity of students' mathematical reasoning;</li> <li>• Encouraging students to solve problems in ways that make sense to them and examine diverse approaches in order to deepen their understanding of mathematical ideas and connections among those ideas</li> <li>• Believing that ALL students, and they themselves, are inherently capable of thinking mathematically</li> </ul> Then 50% of AWE 3rd-5th graders will meet or exceed standard on the 2017-18 SBAC Math assessment.
<b>SCHOOL THEORY OF ACTION for School Culture/PBIS:</b>	By building out our PBIS tier 1 and 2 supports, Acorn Woodland will reduce; the number of students sent to the office with a referral by teachers, the percent of students suspended to 0% and the percent of chronic absent students.
<b>SCHOOL THEORY OF ACTION for Student Engagement:</b>	If we improve our 5th grade leadership/junior coach program and implement elements of restorative justice protocols, then we should see a 15% improvement on our 2017-18 5th grade social emotional learning survey results.
<b>SCHOOL THEORY OF ACTION for English Language Development and Academic Language:</b>	If teachers develop, integrate and execute science focused ELD lessons, then 25% of EL students will be reclassified.

## PART D: 17-18 STRATEGIES & KEY PRACTICES

<b>Improvement Strategy #1:</b>	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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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1-1	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
1-2	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.
1-3	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.
1-4	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
1-5	Small Guided Reading groups 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 and LLI Guided Reading and conferring with students.
1-6	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.
1-7	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)

1-8	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
1-9	Upper grade teachers will implement 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
1-10	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.
1-11	Intervention period to support readers who are below grade level.	Contract with Girls Inc. to support below grade level readers.	Differentiated small group instruction.
1-12	Integrate Accelerated Reader, NewsELA and Headsprout into ELA period	Purchase license for Accelerated Reader, NewsELA and Headsprout. Develop implementation plan to support consistent use of this blended approach.	Differentiated independent learning centers with blended learning.
1-13	Teachers will confer with students daily and capture conference data on Literator.	Leadership will review conferring data from Literator with teachers during monthly data check-ins.	Leadership will provide teachers with conferring and Literator trainings.

<b>Improvement Strategy #2:</b>	Develop teacher ability to develop rigorous, constructivist Common Core State Standard aligned math lessons through standards based lesson design.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
2-1	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,
2-2	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.
2-3	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.

2-4	Implement Eureka Math 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 focused on planning rigorous lessons and addressing CCSS for mathematics.
2-5	Utilize an inquiry based, Common Core State Standards focused lesson design to support all students in developing a constructivist understanding of mathematics	Leadership team members will lead quarterly Japanese lesson design cycles with their grade level teams.	Leadership team members will lead Japanese lesson design cycles, focused on improving student constructivist understanding of CCSS mathematical concepts, with their grade level teams.

<b>Improvement Strategy #3:</b>	Academic Talk and Designated Content Embedded ELD
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
3-1	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.
3-2	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.
3-3	Administer ADEPT assessment 2x a year.	Review ADEPT results 2x a year during data conferences,	Manage data wall with student ADEPT results.

<b>Improvement Strategy #4:</b>	Revision School Culture Team to support develop, document and impliment Positive Behavior Intervention Supports that will strengthen our tier 1, 2 &3 structures.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
4-1	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.
4-2	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

4-3	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
4-4	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.
4-5	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 students who are foster youth and from transient families.
4-6	Weekly SEL lessons from a dedicated SEL curriculum such as Welcoming Schools.	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
4-7	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.
4-8	Develop Buddy Reading partners and Buddy Reading time lessons.	Leadership will allocate PD time to train teachers on best Buddy Reading strategies.	Teachers will work with buddy classrooms to develop Scope and sequence for Buddy Time.
4-9	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.	leadership will support ICT classroom instructores time to meet and plan with co-teacher and instructional aids.	Co-teachers and instructional aids will plan differentiated lessons that accomodate the needs of students with IEPs.
4-10	Support lunch and morning recess time, by promoting healthy play.	Hire 2 part time noon supervisors to support recess and lunch.	Incorporate structured play into fitness time that can be played during morning and lunch recess.
4-11	Develop strong organiazational structures that support family engagement and teaching & learning.	Pay for classified staff to work overtime to support best operational practices.	Allocate time during the summer to develop operational systems that will ensure a strong fall start.
4-12	Improving communication with Spanish speaking families.	Pay for clarical summer time work to prepare for strong fall start.	Hire bilingual Clerk to support communication with Spanish speaking families.
4-13	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.

4-14	Fitness period to encourage healthy lifestyle	Contract for fitness consultant to support teachers with fitness lessons	Incorporate structured play into fitness time that can be played during morning and lunch recess.
4-15	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.
4-16	Increase and support parent leadership.	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.

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA 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).

### **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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.



PROPOSED 2017-18 BUDGET

Site Number:

165

School:

ACORN Woodland Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with Girls Inc. for afterschool program	Extended Learning Period to provide additional reading instruction during after school period	A1.6: After School Programs	5825				165-1
\$10,500.00	General Purpose Discretionary	Classified overtime	Allocate time during the summer to develop operational systems that will ensure a strong fall start.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2225				165-2
\$8,000.00	General Purpose Discretionary	Clerical overtime	Pay for classified staff to work overtime to support best operational practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2425				165-3
\$3,000.00	General Purpose Discretionary	Supplies for overall school operation	Release time for teachers to analyze data, and participate in data conference.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				165-4
\$2,900.96	General Purpose Discretionary	Meeting refreshments	Monthly Parent Leadership meetings led by Family Coordinator.	A3.3: Family Engagement focused on Literacy Development	4311				165-5
\$3,411.39	General Purpose Discretionary	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				165-6
\$6,000.00	General Purpose Discretionary	Copier Maintenance	Allocate time during the summer to develop operational systems that will ensure a strong fall start.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				165-7
\$3,269.51	General Purpose Discretionary	Bilingual clerk	Hire bilingual Clerk to support communication with Spanish speaking families.	A5.1: School Culture & Climate (Safe & Supportive Schools)		CLERK BILINGUAL	CLKBIL0035	0.10	165-8
\$11,654.30	General Purpose Discretionary	Noon supervisor for kindergarten support	Incorporate structured play into fitness time that can be played during morning and lunch recess.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0061	0.40	165-9
\$10,620.11	LCFF Concentration	Books other than textbooks in support of academic acceleration	Small Guided Reading groups K-5th	A3.2: Reading Intervention	4200				165-10
\$9,269.92	LCFF Concentration	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				165-11
\$27,809.75	LCFF Concentration	Stipends to support instructional planning in support of ELLs	K-5th Science integrated English Language Development during the first 30mins of school Monday-Thursday.	A3.4: Teacher Professional Development focused on Literacy		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0013	0.30	165-12
\$52,300.22	LCFF Concentration	Family engagement activities, incentives, and awards for mathematics and/or science learning	Monthly Parent Leadership meetings led by Family Coordinator.	A6.1: Parent / Guardian Leadership Development		COMMUNITY RELATIONS AST I BIL	CMRAIB0002	1.00	165-13
\$16,270.00	LCFF Supplemental	Stipends to support instructional planning in support of ELLs	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.	A4.1: English Learner Reclassification	1120				165-14
\$5.01	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				165-15

\$17,539.59	LCFF Supplemental	Library Staffing (Library/Media Teacher and/or Library Tech position)	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.	A3.1: Blended Learning		LIBRARY CLERK SR	LBCLKS0029	0.50	165-16
\$65,184.03	LCFF Supplemental	Class size reduction in support of ELLs	Small Guided Reading groups K-5th	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	TCSHLT0063	1.00	165-17
\$67,920.25	LCFF Supplemental	Class size reduction in support of ELLs	Teachers will confer with students daily and capture conference data on Literator.	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	TCSHLT0049	1.00	165-18
\$15,800.00	Measure G: TGDS	Teacher stipends to support TGDS	Strong Response to Intervention pyramid in place to move students into the sphere of success	A2.6: Teacher Evaluation	1120				165-19
\$316.55	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				165-20
\$23,470.00	Supplemental Program Investment	Classified overtime for parent leadership meetings	Monthly Parent Leadership meetings led by Family Coordinator.	A6.1: Parent / Guardian Leadership Development	2225				165-21
\$0.98	Supplemental Program Investment	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				165-22
\$47,635.69	Title I Basic	Surplus for Girls Inc.	Intervention period to support readers who are below grade level.	A3.2: Reading Intervention	4399				165-23
\$1,295.00	Title I Parent Participation	Teacher stipends to support parent engagement	Develop strong organizational structures that support family engagement and teaching & learning.	A3.3: Family Engagement focused on Literacy Development	1120				165-24
\$12.29	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				165-25

## **School-Parent Compact 2016 - 2017**

### **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.

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Staff Signature

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**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.

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Student Signature

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**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.

\_\_\_\_\_  
Teacher Signature

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We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.



## School Site Council Membership Roster – Elementary

School Name: Acorn Woodland

School Year: 2016-2017

<b>Chairperson :</b> <p style="text-align: center;"><b>Leticia Hernandez</b></p>	<b>Vice Chairperson:</b> <p style="text-align: center;"><b>Jacob Mata</b></p>
<b>Secretary:</b> <p style="text-align: center;"><b>Julia Guy</b></p>	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b> <p style="text-align: center;"><b>Isabel Malagon</b></p>	<b>*LCAP Student Nominee:</b>

**Place "X" in Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Asucena Angulo				X
Nubia Tinajero				X
Leticia Hernandez				X
Jacob Mata				X
Esperanza Aguilar			X	
Julissa Lambert-Yank		X		
Julia Guy		X		
Elena Cabanas		X		
Leroy Gaines	X			
Isabel Malagon				X

Meeting Schedule (day/month/time)	<b>3:15-4:45pm on last Monday each month</b>
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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;
- Parent/community members cannot be OUSD employees at the site.

1-Principal  
 3-Classroom Teachers  
 1-Other Staff  
**And**  
 5-Parent /Community

# Title I School Parental Involvement Policy 2016 - 2017

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:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. 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.
  4. 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 SELLS

- Offer a flexible number of meetings for parents. (Monthly opportunities for parents to become involved)
- 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 and SELLS meetings.
- Provides parents of Title I students with timely information about Title I programs. Monthly, we monitor our Title 1 programs with SSC and SELLS 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 and SELLS 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.

## **School-Parent Compact**

*Acorn Woodland Elementary School* has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

## **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 academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California’s academic content standards
  - 2) The State of California’s student academic achievement standards
  - 3) The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child’s progress
  
- 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.*
  
- 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 newsletter, weekly parent communication binders 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.

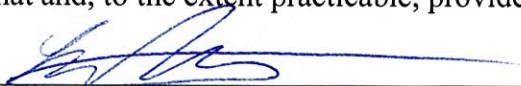
### **Accessibility**

- 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. Regular SSC meetings with Title 1 parents.

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Acorn Woodland Elementary School School Site Council on 9/26/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, 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)

9/26/16  
 \_\_\_\_\_  
 (Date)