

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File Id. No. 18-1258

Introduction Date: 6/27/18

Enactment No.: 18-1075

Enactment Date: 6/27/18

By: er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Acorn Woodland Elementary School.



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

2018-2019 Single Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Leroy Gaines
Date of this revision: 5/14/2018

Legislative File Id. No. 18-1258
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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

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: ACORN Woodland Elementary School Site Number: 165

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- 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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: 5/21/18

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:

	Signature	<u>5/21/18</u>
Leroy Gaines, School Principal		Date
<u>Leticia Venegas</u>	<u>Leticia Venegas</u>	<u>5/21/18</u>
Print name of SSC Chairperson	Signature	Date
<u>Monica Thomas</u>		<u>5/21/18</u>
Monica Thomas, Network Superintendent	Signature	Date
<u>Marla Williams</u>		<u>6/1/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/18/2017	SSC	Reviewed progress towards school wide goal 10% growth on ELA SBAC 2018 by analyzing Winter MAP ELA Data.
12/21/2016	AWE Staff	Reviewed progress towards school wide goal 10% growth on ELA SBAC 2018 by analyzing Winter MAP ELA Data.
1/29/2018	SSC	Reviewed progress towards school wide goal 10% growth on Math SBAC 2018 by analyzing Winter MAP Math Data.
1/31/2018	AWE Staff	Reviewed progress towards school wide goal 10% growth on Math SBAC 2018 by analyzing Winter MAP Math Data.
2/26/2018	SSC	Budget 2018-19 proposal review and vote.
4/30/2018	SSC	SSC Vote

2018-2019 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	\$53,200.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$219,758.83	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$478,477.53	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$59,924.89	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,691.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$61,615.89	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: ACORN Woodland Elementary School

School ID: 165

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.

Family & Student Engagement

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:

- 1) Assists parents in understanding Common Core State standards, assessments, and how AWE monitors and improves the academic achievement of their children through the use of:
- 2) Provides materials and training to help 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.
- 3) Educates staff 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.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>1) The use of Lucy Calkins Readers Workshop Model. Students have improved on the F&P consistently throughout the past 3 years. 36% of Acorn Woodland Students were reading at or above grade level in December 2016 versus 50% of Acorn Woodland students reading at or above grade level in December 2017.</p>	<p>1) Comprehension, particularly higher-level skills like inferencing. 2) Students translating their high F&P scores to SBAC ELA performance.</p>	<p>Our current Reading curriculum does not emphasize development of higher order comprehension skills or provide students with access to complex grade level text.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>1) We now have a standards based benchmark assessment. 2) Improved knowledge of standards, teacher ownership of planning and covering all grade level standards</p>	<p>1) Teachers are currently tweaking and developing their own standards based curriculum leaving little room to focus on implementing strong standards based lessons or using formative assessments to guide instruction. 2) Implementing an RTI model for Math that matches our ELA intervention. 3) Coaching for ELA and Math, particularly consistent instructional feedback and follow up on teacher goal setting.</p>	<p>1) Teachers are currently spending a significant amount of time planning and designing lessons. 2) There is a need for a CCSS based ELA curriculum to supplement our Reader's Workshop curriculum. 3) Develop a clear coaching model to support teachers in learning and addressing CCSS.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>1) Consistent expectations school-wide; caring relationships in classrooms and with other adults; strong relationships with parents; 2) Significant common prep time throughout the day and week.</p>	<p>1) There is a sense of overwhelm from teachers that can be the result of too much teacher-developed curriculum (math, ELA extra lessons)</p>	<p>1) The need of clear instructional expectations school wide and curriculum/coaching to support this.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>Acorn Woodland Reclassified 20% of our EL students in 2016-17. This was the most we have reclassified ever.</p>	<p>Teaching to the bottom or middle bottom, need for high expectations for all students based on grade level capacity, not available capacity within grade span</p>	<p>1) Acorn Woodland teachers are still in the process of learning the increased rigor in the ELPAC.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: ACORN Woodland Elementary School

School ID: 165

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Implementation of rigorous, K-5th standards based reading and writing curriculum.	By May 2019, 45% of AWE 3rd-5th graders will meet or exceed standard on the 2018-19 SBAC ELA assessment.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	Low-Income Students	-41	-33.5	-26
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We will monitor progress towards this goal through the following formative and benchmark ELA assessments. - F&P reading assessment - BPST K-2nd - MAP ELA Assessment				
Theory of Action for Language & Literacy Priority:	If we implement TCRWP and suppliment Wit and Wisdom 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 45% of our 3rd through 5th grade students performing at or above proficiency on the 2019 SBAC ELA.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
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.	- Select ELA Teacher Leaders to sit on Instructional Leadership Team. ILT meets 2x monthly to examine instructional practices, set professional learning direction, and assist with the implementation of Common Core/NGSS. - ELA Lead teachers will lead PD on analyzing reading data and developing actionable instructional plans.		<i>F&P Reading Assessment</i>	
1-2	Use shared reading and mini-lessons to explicitly model and gradually release responsibility for reading, discussing and writing about complex text.	Lead Team Members will provide monthly PDs aligned to supporting the goal of achieving 1 ½ years growth on F&P.		<i>F&P Reading Assessment</i>	

1-3	Use F&P Foundations Assessment to understand individual student strengths and areas of growth and guide instruction.	Data meetings and biweekly grade level collaboration time to review and analyze Reading Data.	<i>F&P Reading Foundations Assessment</i>
1-4	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.	<i>F&P Reading Assessment</i>
1-5	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.	Analyze EL and foundational literacy data to identify and plan to address foundation literacy gaps.	<i>F&P Reading Assessment</i> <i>F&P Reading Foundations Assessment</i>
1-6	Teachers will assess and identify students who are reading under grade level and refer them to our Extended Learning Period to receive reading support.	<ul style="list-style-type: none"> - Develop an RTI system that focuses on increasing student foundational literacy skills. - 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 	<i>SRI</i>
1-7	Teachers will implement Wit and Wisdom ELA curriculum; which, will provide students, including GATE students, with tier 1 ELA instruction that focuses on grade level complex text.	<ul style="list-style-type: none"> - Purchase Wit and Wisdom Materials - Principal, AP and TSA weekly schedule that include regular time to conduct observation and feedback on Wit and Wisdom curriculum. - Minimum Days for teacher Wit and Wisdom PD and unit planning 	<i>MAP ELA Benchmark</i> <i>SBAC ELA</i>
1-8	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.	<i>SRI</i> <i>F&P Reading Assessment</i>

1-9	Intervention period to support readers who are below grade level.	Contract with Girls Inc. to support below grade level readers. Differentiated small group instruction.	<i>SRI</i> <i>F&P Reading Assessment</i>
1-10	Integrate personalized learning through programs like 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.	<i>MAP ELA Benchmark</i> <i>SBAC ELA</i>
1-11	Teachers will confer with students daily and capture conference data on Literator.	Leadership will review confering data from Literator with teachers during monthly data check-ins. Leadership will provide teachers with confering and Literator trainings.	<i>F&P Reading Assessment</i>

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Alignment of Mathematics Curriculum to CCSS	By May 2019, 35% of AWE 3rd-5th graders will meet or exceed standard on the 2018-19 SBAC Math assessment.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	Low-Income Students	-41.9	-31.9	-21.9
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We will monitor progress towards this goal through the following formative and benchmark Mathematics assessments. - MAP Math Assessment - CCSS Math Formative Assessments				
Theory of Action for Standards-Based Instruction Priority:	If teachers impliment common core standards based mathematics in ways that balances Thinking Through Problem Solving with Eureka Mathmatics, then 35% of AWE 3rd-5th grade students will be at or above proficient according to the 2018-19 SBAC math assessment.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Use standards and instructional materials to collaboratively establish goals and a year-long scope and sequence anchored by benchmark and formative assessments.	- Data conferences between teachers and principal every trimester - Wednesday Differentiated PD: Focus on New Teacher support, Data Analysis,		<i>MAP Math Assessment</i> <i>SBAC Math Assessment</i>	

2-2	Use backwards design (outcome, evidence, instruction) to plan Math units and lessons aligned to California Common Core State Standards.	<ul style="list-style-type: none"> - Informal and formal walk through w/ feedback by principal - Professional Development focused on developing an understanding of math CCSS. 	<i>MAP Math Assessment</i> <i>SBAC Math Assessment</i>
2-3	Develop a deep understanding of Math CCSS, and how to align their daily lessons to them.	<ul style="list-style-type: none"> - 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 will support teachers in understanding CCSS and developing CCSS align lessons. 	<i>MAP Math Assessment</i> <i>SBAC Math Assessment</i>
2-4	Implement Eureka Math lessons.	<ul style="list-style-type: none"> - 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. 	<i>MAP Math Assessment</i> <i>SBAC Math Assessment</i> <i>Eureka Unit Assessments</i>
2-5	Utilize an inquiry based, Common Core State Standards focused lesson design (Thinking Through Problem Solving) 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.	<i>MAP Math Assessment</i> <i>SBAC Math Assessment</i>

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	School Culture/PBIS	Reduce chronic absent students to below 4% total.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	Latino Students	4.6%	4.1%	3.6%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Monthly Chronic Absence reports.		
Theory of Action for Conditions for Student & Adult Learning Priority:	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 drop to below 4%.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Make supportive calls to families 2 hours per month to increase attendance, set goals with students and incentivize improvement. These actions will support and assist families of economically disadvantaged students.	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.	<i>Attendance Data</i>
3-2	Teachers will support and honor home languages during classroom instruction to support the needs of target student group (Newcomers)	A school staff person (e.g., counselor, teacher, social worker) whom newcomer students can talk to about any problems or concerns. If the child has fallen behind his grade Strong Response to Intervention pyramid in place to move students into the sphere of success	<i>Attendance Data</i> <i>CHKS Data</i>
3-3	Supporting and honoring home languages during classroom instruction to support the needs of target student group (Newcomers)	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	<i>Attendance Data</i> <i>CHKS Data</i>
3-4	Implementing culturally relevant instructional practices and content matter to support target student group (AA)	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.	<i>Attendance Data</i> <i>CHKS Data</i> <i>URF Data</i>

3-5	Teachers will impliment SEL lessons from an SEL curriculum such as Welcoming Schools to address the needs of target student group (Homeless students)	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	<i>Attendance Data</i> <i>CHKS Data</i> <i>URF Data</i> <i>Suspension Data</i>
3-6	Teachers will develop Welcoming Schools Unit for Annual Ally Month to support the needs of target student group (Foster Youth).	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.	<i>Attendance Data</i> <i>CHKS Data</i> <i>URF Data</i> <i>Suspension Data</i>
3-7	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.	<i>Attendance Data</i> <i>CHKS Data</i> <i>URF Data</i> <i>Suspension Data</i>
3-8	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. This will address the needs of target group (Children with disabilities)	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.	<i>Suspension Data</i> <i>CHKS Data</i>
3-9	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.	<i>Suspension Data</i> <i>CHKS Data</i>
3-10	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.	<i>Suspension Data</i> <i>CHKS Data</i>
3-11	Improving communication with Spanish speaking families. To support the needs of target student group (Latino Students)	Pay for clerical summer time work to prepare for strong fall start. Hire bilingual Clerk to support communication with Spanish speaking families.	<i>Attendance Data</i> <i>CHKS Data</i>
3-12	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.	<i>Attendance Data</i> <i>CHKS Data</i>

3-13	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.	<i>CHKS Data</i> <i>Fitness Test</i>
3-14	Integrate PBIS strategies in and out of the classroom	Develop PBIS team that meets biweekly who will support teachers in implimenting PBIS systems. Once monthly PBIS/School Culture PD for staff.	<i>Suspension Data</i> <i>CHKS Data</i>
3-15	Increase and support parent leadership.	Create FTE (Community Relations Asst, School Culture TSA, Case Manager) to identify high needs students/familes and coordinate supports that improve attendance and parent engagement. Monthly Parent Leadership meetings led by Family Coordinator. Will sit on School Culture team to advice teachers on strategies and supports to increase family engagement.	<i>Attendance Data</i> <i>CHKS Data</i>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Integrated English Langue Development and Academic Language	30% of AWE English Language Learners will be reclassified by the 2019.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	19.00%	22.00%	25.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We will monitor progress towards this goal through the following assessments. - SRI - Formative ELD Assessments				
Theory of Action for English Language Learners Priority:	If teachers develop, integrate ELD with complex text ELA lessons, then 25% of EL students will be reclassified.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	

4-1	Adopt approaches that create access for ELs including RESULTS/RALLI, Constructing Meaning. Teachers will receive professional development to support the implementation of EL best practices.	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.	<i>ELPAC & Unit Based Assessments</i>
4-2	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.	<i>ELPAC & Unit Based Assessments</i>
4-3	K-5th integrated, through Wit and Wisdom ELA curriculum, English Language Development during the first 30mins of school Monday-Thursday.	PDs focused on Science integrated English Language Development	<i>ELPAC & Unit Based Assessments</i>
4-4	Align academic discussion strategies to systematic English language development structures to support differentiated academic text based discussions during ELD period.	Fund full 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.	<i>ELPAC & Unit Based Assessments</i>
4-5	reate FTE (Community Relations Asst, School Culture TSA, Case Manager) to identify high needs students/familes and coordinate supports that improve attendance and parent engagement.	Fund FTE to support Community Relations Asst Position	<i>CHKS</i>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number:

165 School: ACORN Woodland Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with Girls Inc. for afterschool program	Implementation of rigorous, K-5th standards based reading and writing curriculum.	A1.6 After School Programs	5825				165-1
\$2,476.74	General Purpose Discretionary	Classified overtime	School Culture/PBIS	A5.1 School Culture & Climate (Safe & Supportive Schools)	2220				165-2
\$2,476.74	General Purpose Discretionary	Clerical overtime	School Culture/PBIS	A5.1 School Culture & Climate (Safe & Supportive Schools)	2425				165-3
\$12,383.70	General Purpose Discretionary	Classified salaries extra compensation	School Culture/PBIS	A5.1 School Culture & Climate (Safe & Supportive Schools)	2922				165-4
\$9,244.16	General Purpose Discretionary	Supplies	Implementation of rigorous, K-5th standards based reading and writing curriculum.	A2.1 Implementation of the CCSS & NGSS	4310				165-5
\$4,555.34	General Purpose Discretionary	Surplus	n/a	n/a	4399				165-6
\$3,769.37	General Purpose Discretionary	Bilingual attendance specialist	School Culture/PBIS	A5.1 School Culture & Climate (Safe & Supportive Schools)	2205	SPECIALIST, ATTENDANCE BILINGU	SPATBL0028	0.10	165-7
\$12,293.96	General Purpose Discretionary	Noon supervisor for kindergarten support	School Culture/PBIS	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV006 1	0.40	165-8
\$22,290.66	LCFF Concentration	Stipends to support instructional planning in support of ELLs	Integrated English Language Development and Academic Language	A3.4 Teacher Professional Development focused on Literacy	2225				165-9

\$22,100.97	LCFF Concentration	Surplus to be allocated in Fall 2018	n/a	n/a	4399				165-10
\$462.96	LCFF Concentration	Licenses	Implementation of rigorous, K-5th standards based reading and writing curriculum.	A2.1 Implementation of the CCSS & NGSS	5846				165-11
\$55,145.41	LCFF Concentration	Bilingual community relations assistant to support family engagement activities, incentives, and awards for mathematics and/or science learning	School Culture/PBIS	A6.1 Parent/Guardian Leadership Development	2205	COMMUNITY RELATIONS AST I BIL	CMRAIB0002	1.00	165-12
\$18,575.55	LCFF Supplemental	Stipends to support instructional planning in support of ELLs	Integrated English Language Development and Academic Language	A4.1 English Learner Reclassification	1120				165-13
\$1,362.21	LCFF Supplemental	Stipends to support instructional planning in support of ELLs	Integrated English Language Development and Academic Language	A3.4 Teacher Professional Development focused on Literacy	2225				165-14
\$35,810.67	LCFF Supplemental	Books to support academic acceleration	Integrated English Language Development and Academic Language	A3.2 Reading Intervention	4200				165-15
\$6,000.00	General Purpose Discretionary	Copier Maintenance	Implementation of rigorous, K-5th standards based reading and writing curriculum.	A5.1 School Culture & Climate (Safe & Supportive Schools)	5610				165-16
\$4,000.00	LCFF Supplemental	Contract with Up to Us Sports	School Culture/PBIS	A2.2 Social Emotional Learning	5825				165-17
\$30,000.00	LCFF Supplemental	Contract with ANet	Implementation of rigorous, K-5th standards based reading and writing curriculum.	A3.2 Reading Intervention	5825				165-18
\$12,000.00	LCFF Supplemental	Site licenses for software to support academic acceleration	Implementation of rigorous, K-5th standards based reading and writing curriculum.	A2.1 Implementation of the CCSS & NGSS	5846				165-19

\$46,579.30	LCFF Supplemental	TSA	Implementation of rigorous, K-5th standards based reading and writing curriculum.	A2.1 Implementation of the CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.50	165-20
\$71,431.10	LCFF Supplemental	Class size reduction in support of ELLs	Integrated English Language Development and Academic Language	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0049	1.00	165-21
\$45,407.92	Title I: Basic	Literacy support: Girls Inc. Contract	Implementation of rigorous, K-5th standards based reading and writing curriculum.	A3.2 Reading Intervention	5825				165-22
\$22,261.76	Title I: Basic	EEIP	Alignment of Mathematics Curriculum to CCSS	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0013	0.25	165-23
\$1,362.21	Title I: Parent Participation	Teacher stipends to support parent engagement	School Culture/PBIS	A3.3 Family Engagement focused on Literacy Development	1120				165-24
\$302.07	Title I: Parent Participation	Surplus to be allocated in Fall 2018	n/a	n/a	4399				165-25

Title I School Parental Involvement Policy 2017 - 2018

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.*

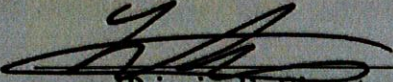
Accessibility

- 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 I 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 9/25/17 and will be in effect for the 2017-18 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)

9/25/17

(Date)

Elementary School Compact

School Name

It is important that families and schools 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.

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

Parent/Guardian or Family Member 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.

Parent/Guardian or Family member signature

Teacher 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.

Teacher signature

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

Signed on this _____ day of _____, 20_____.



2017-2018

School Site Council Membership Roster – Elementary

School Name: Acorn Woodland

Chairperson : Leticia Hernandez
Vice Chairperson: Veronica Luna
Secretary: Julissa Lambert-Yank

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Leroy Gaines	X			
Julissa Lambert-Yank		X		
Sophia Castro		X		
Elena Cabanas		X		
Esperanza Aguilar			X	
Leticia Hernandez				X
Veronica Luna				X
Lourdes Sanchez				X
Angelica Ochoa				X
Laura Limon				X

Meeting Schedule (day/month/time)	Last Monday of each month @ 3:15 - 4:45pm
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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.

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