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Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 24, 2020
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School



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

2019-2020 School Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Julissa Lambert-Yank
Date of this revision: 12/17/2019

The School 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: Julissa Lambert-Yank
Address: 1025 81st Avenue
Oakland, CA 94621

Position: Principal
Telephone: 510-639-3344
Email: julissa.lambert-yank@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 12/17/2019
The District Governing Board approved this revision of the SPSA on: 6/24/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2019-2020 School 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 type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: _____

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:

Julissa Lambert

Principal

Julissa Lambert
Signature

12/17/19
Date

Elizabeth Sanchez

SSC Chairperson

Elizabeth Sanchez
Signature

12/17/19
Date

Monica Thomas

Network Superintendent

Monica Thomas
Signature

12/17/19
Date

Lisa Spielman

Officer, State and Federal Programs

Lisa Spielman
Signature

12/17/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/20/2018	SSC	Reviewed progress towards school wide goal 10% growth on ELA SBAC 2019 by analyzing Winter MAP ELA Data.
1/11/2019	AWE Staff	Reviewed progress towards school wide goal 10% growth on ELA SBAC 2019 by analyzing Winter MAP ELA Data.
1/24/2019	SSC	Reviewed progress towards school wide goal 10% growth on Math SBAC 2019 by analyzing Winter MAP Math Data. Budget 2019-20 proposal review and vote.
2/1/2019	AWE Staff	Reviewed progress towards school wide goal 10% growth on Math SBAC 2019 by analyzing Winter MAP Math Data.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$100,203.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$565,409.98

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$97,836.00	\$97,836.00	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$32,877.00	\$32,877.00
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,367.00	\$2,367.00	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$243,900.00	\$243,900.00
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	\$100,000.00
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$133,169.40	\$133,169.40
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$100,203.00	\$100,203.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$509,946.40	\$509,946.40

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$610,149.40
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	\$610,149.40

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

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.

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.

1) We now have a standards based benchmark assessment. 2) Improved knowledge of standards, teacher ownership of planning and covering all grade level standards	1) We now have a standards based benchmark assessment. 2) Improved knowledge of standards, teacher ownership of planning and covering all grade level standards
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.	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.
Acorn Woodland Reclassified 20% of our EL students in 2016-17. This was the most we have reclassified ever.	Acorn Woodland Reclassified 20% of our EL students in 2016-17. This was the most we have reclassified ever.
Priority Challenges	Root Causes of Challenges
1) Comprehension, particularly higher-level skills like inferencing. 2) Students translating their high F&P scores to SBAC ELA performance.	1) Comprehension, particularly higher-level skills like inferencing. 2) Students translating their high F&P scores to SBAC ELA performance.
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.	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.
1) There is a sense of overwhelm from teachers that can be the result of too much teacher-developed curriculum (math, ELA extra lessons)	1) There is a sense of overwhelm from teachers that can be the result of too much teacher-developed curriculum (math, ELA extra lessons)

1C: 19-20 STUDENT GOALS & TARGETS					
<i>District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)</i>					
School Goal:	Reduce chronic absent students to below 4% total				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	86.51%	91.00%	96.00%
Suspensions	African-American Students	-2pp	0.00%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	20.83%	10.00%	8.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: By May 2020, 45% of AWE 3rd-5th graders will meet or exceed standard on the 2019-20 SBAC ELA assessment.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-29.8	0.45	0
ELA SBAC	Students with Disabilities	+20 points DF3	-96.3	-76.3	56.3
ELA SBAC	Low Income Students	+20 points DF3	-32.5	-12.5	0

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: By May 2020, 45% of AWE 3rd-5th graders will meet or exceed standard on the 2019-20 SBAC Math assessment.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-26.3	-11.3	0
Math SBAC	Students with Disabilities	+20 points DF3	-82.5	-62.5	42.5
Math SBAC	Low Income Students	+20 points DF3	-27.7	-7.7	0

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: 30% of AWE English Language Learners will be reclassified by May 2020.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	22.42%	25.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	33.33%	25.00%	20.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: 70% of AWE 3-5th grade students will be at or above grade level as determined by the SRI

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	48.59%	10.00%	70.00%

SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	30.28%	20.00%	10.00%
K at or above Benchmark	All Kindergarten Students	+5pp	72.22%	77.22%	85.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	78.00%	83.00%	90.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

ACORN Woodland Elementary			
School: School		SPSA Year Reviewed: 2018-19	
SPSA Link: 18-19 SPSA			
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)			
18-19 Language & Literacy Priority:		Implementation of rigorous, K-5th standards based reading and writing curriculum.	
June 2021 Language & Literacy Goal:		By May 2019, 45% of AWE 3rd-5th graders will meet or exceed standard on the 2018-19 SBAC ELA assessment.	
Theory of Action for Language & Literacy:		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.	
Student Performance Indicator:		Student Group:	
SBAC ELA		Low-Income Students	
		17-18 EOY Target:	
		-33.5	
		17-18 EOY Actual:	
		34.30%	
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
AWE made the decision soon after completing the 2018-19 SPSA to fully adopt Wit and Wisdom for our ELA curriculum. Our focus for the year also shifted to a focus on implimenting the Wit and Wisdom program.			
What evidence do you see that your practices are effective?			
During the 2018-19 school year AWE experienced a near complete overhaul of our teaching staff (7 of 12 teachers were new). Inspite of this, 3rd-5th graders were able to perform slightly higher on the mid-year SRI assessment. [2017-18 37.3] [2018-19 38.6%]			
What are some possible implications for your 2019-20 SPSA?			
The possible implications of our current results on our 2019-20 SPSA is th potential of 5-10% gain from our 2018-19 SBAC ELA results.			
18-19 Standards-Based Instruction Priority:		Alignment of Mathematics Curriculum to CCSS	
June 2021 Standards-Based Instruction Goal:		By May 2019, 35% of AWE 3rd-5th graders will meet or exceed standard on the 2018-19 SBAC Math assessment.	
Theory of Action for Standards-Based Instruction:		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.	
Student Performance Indicator:		Student Group:	
SBAC Math		Low-Income Students	
		17-18 EOY Target:	
		-31.9	
		17-18 EOY Actual:	
		36.40%	
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			

2018-19 focal strategy was the full implementation of the Eureka Math program (K-5th) with a focal instructional practice of Thinking Through Problem Solving (TTP); which is a instructional method that supports deeper understanding of mathematical concepts. To support this work AWE hired an additional .5 FTE TSA.

What evidence do you see that your practices are effective?

AWE has seen an overall increase in Eureka math unit exams, but IAB Math results have been mixed.

What are some possible implications for your 2019-20 SPSA?

With the mixed IAB results and many classrooms being off instructional pace, AWE 3rd-5th grade students math SBAC results for 2018-19 could be flat or drop. If this is the case, 2019-20 would have to build off of the lowered results. An ambitious goal for 2019-20 is 45% meeting or exceeding grade level.

18-19 Conditions for Student & Adult Learning Priority:	School Culture/PBIS		
June 2021 Conditions for Student & Adult Learning Goal:	Reduce chronic absent students to below 4% total.		
Theory of Action for Conditions for Student & Adult Learning:	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%.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	Latino Students	4.1%	7.60%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Acorn Woodland hired a .8 Attendance Clerk to help lead our Attendance Team. AWE did not change any planned staffing or activities after completing the SPSA.

What evidence do you see that your practices are effective?

AWE's current Chronic Absence rate is 4.5%

What are some possible implications for your 2019-20 SPSA?

AWE Attendance Team could meet with at risk students before the 2019-20 school year begins.

18-19 Conditions for English Language Learners Priority:	Integrated English Language Development and Academic Language		
June 2021 Conditions for English Language Learners Goal:	30% of AWE English Language Learners will be reclassified by the 2019.		
Theory of Action for Conditions for English Language Learners:	If teachers develop, integrate ELD with complex text ELA lessons, then 30% of EL students will be reclassified.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:

English Learner Reclassification	All Students	22.0%	22.40%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
AWE integrated ELD within the ELA Wit and Wisdom period. ELA TSA taught and extended School day ELD class for students on the cusps of reclassification.			
What evidence do you see that your practices are effective?			
There is some qualitative data that supports AWE's current reclassification practices. Students who attended morning ELD classes also passed weekly quiz's with an 80% rate.			
What are some possible implications for your 2019-20 SPSA?			
AWE needs to develop assessments that align with the ELPAC to help determine how ELD instruction is impacting students.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
There are no significant changes.			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: ACORN Woodland Elementary School

School ID: 165

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"): School Culture/PBIS

School Theory of Action: 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 PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	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.	Attendance Data
1-2	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	Attendance Data CHKS Data
1-3	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	Attendance Data CHKS Data

1-4	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.	Attendance Data CHKS Data URF Data
1-5	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	Attendance Data CHKS Data URF Data Suspension Data
1-6	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.	Attendance Data CHKS Data URF Data Suspension Data
1-7	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.	Attendance Data CHKS Data URF Data Suspension Data
1-8	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.	Suspension Data CHKS Data
1-9	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.	Suspension Data CHKS Data
1-10	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.	Suspension Data CHKS Data

1-11	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.	Attendance Data CHKS Data
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Alignment of Mathematics Curriculum to CCSS
School Theory of Action:	If teachers implement common core standards based mathematics in ways that balances Thinking Through Problem Solving with Eureka Mathematics, then 55% of AWE 3rd-5th grade students will be at or above proficient according to the 2019-20 SBAC math assessment.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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.	<ul style="list-style-type: none"> - Data conferences between teachers and principal every trimester - Wednesday Differentiated PD: Focus on New Teacher support, Data Analysis, 	Math IAB SBAC Math Assessment
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. 	Math IAB SBAC Math Assessment
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. 	Math IAB SBAC Math Assessment

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. 	Math IAB SBAC Math Assessment Eureka Unit Assessments
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.	Math IAB SBAC Math Assessment

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Implementation of rigorous, K-5th standards based reading and writing curriculum.
School Theory of Action:	If we implement Wit and Wisdom and supplement it with Guided Reading 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 55% of our 3rd through 5th-grade students performing at or above proficiency on the 2020 SBAC ELA.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	In Phonemic Awareness, teachers in K and 1st grade will use the Phonemic Awareness book by Michael Haggerty in the first semester.	<ul style="list-style-type: none"> - 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 TSA will lead PD on Phonemic Awareness book by Michael Haggerty before the first semester. 	Core Phonics Phonemic Awareness Assessment

3-2	<p>Incorporate Being Writer into 3-5 instruction for better genre support and more explicit writing</p> <p>Embedding Wit and Wisdom writing assessments with more genre writing instruction including narrative, informational/argumentative, and expository/opinion.</p>	<p>Create a writing teacher leader position. Teacher will own writing, and make sure writing has a place in the master schedule</p>	Writing IAB
3-3	<p>In Kindergarten and first grade whole group, Teachers will use Phonics Lessons by Fountas and Pinnell.</p> <p>Teachers in first - third grade will use the BPST to teach differentiated phonics with explicit instruction around the phonics skills missing. We will use SIPPS as a supplement and depending on student needs.</p>	<p>ELA TSA will lead K-2nd teachers in implementing differentiated phonics.</p>	BPST SIPPS
3-4	<p>Small Guided Reading groups K-5th</p>	<p>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.</p>	F&P Reading Assessment
3-5	<p>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.</p>	<p>Analyze EL and foundational literacy data to identify and plan to address foundation literacy gaps.</p>	F&P Reading Assessment Core Phonics Assessment

3-6	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 	SRI
3-7	Teachers will impliment 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 	ELA IAB SBAC ELA
3-8	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.	SRI F&P Reading Assessment ELA IAB
3-9	Intervention period to support readers who are below grade level.	Contract with Girls Inc. to support below grade level readers. Differentiated small group instruction.	SRI F&P Reading Assessment
3-10	Intigrate personalized learning through programs like NewsELA and RAZ Kids into ELA period	Purchase license for Accelerated Reader, NewsELA and RAZ Kids. Develop implimentation plan to support consistent use of this blended approuch. Differentiated independent learning centers with blended learning.	ELA IAB SBAC ELA

3-11	Kinder Teachers will hold a Spring Open house for incoming Kindergarten families. This meeting will help parents understand the expectations for the upcoming school year, and allow them to sign up for academica screening days during the spring.	Communicate the mission and vision of school to new families. Develop an assessment schedule to screen incoming Kindergarten students on ELA/SLA.	Core Phonics Phonemic Awareness and Multiple Measures Assessments
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Integrated English Language Development and Academic Language
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School Theory of Action:	If teachers develop, integrate ELD with complex text ELA lessons, then 25% of EL students will be reclassified.
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#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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.	ELPAC & Unit Based Assessments
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.	ELPAC & Unit Based Assessments
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	ELPAC & Unit Based Assessments
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.	ELPAC & Unit Based Assessments

4-5	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.	Fund FTE to support Community Relations Asst Position	CHKS
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 165

School: ACORN Woodland Elementary School

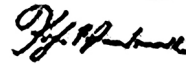
BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$133,169.40	After School Education & Safety (ASES)	Contract with Girls, Inc.	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Create a contract with after school partner Girls Inc. to support literacy instruction during the after school program. Differentiated small group instruction.	165-1
\$2,634.78	General Purpose Discretionary	Clerical Overtime	Goal 5: Students are engaged in school every day.	2425	Clerical Salaries Overtime		n/a		Pay for clerical summer time work to prepare for strong fall start. Hire bilingual Clerk to support communication with Spanish speaking families.	165-2
\$13,124.50	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	1932	Noon Supervisor	0.40	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.	165-3
\$7,905.72	General Purpose Discretionary	Noon supervisor	Goal 2: Students are proficient in state academic standards.	2922	Other Classified Salaries: Extra Compensation	376	Noon Supervisor		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.	165-4
\$3,212.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	165-5
\$6,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	165-6
\$62,660.00	LCFF Concentration	Bilingual Community Relations Assistant	Goal 6: Parents and families are engaged in school activities.	2205	Classified Support Salaries	1304	Community Rel Assistant I Bil		Pay for clerical summer time work to prepare for strong fall start. Hire bilingual Clerk to support communication with Spanish speaking families.	165-7
\$19,617.00	LCFF Concentration	Overtime for intervention	Goal 2: Students are proficient in state academic standards.	2225	Classified Support Salaries: Overtime		n/a		Intervention period to support readers who are below grade level.	165-8
\$17,723.00	LCFF Concentration	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Small Guided Reading groups K-5th	165-9

\$62,661.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4702	Teacher, Structured English Immersion		Intervention period to support readers who are below grade level.	165-10
\$71,732.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3652	Teacher, Structured English Immersion		Intervention period to support readers who are below grade level.	165-11
\$57,163.00	LCFF Supplemental	Math TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6115	10-Month Classroom TSA	0.50	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.	165-12
\$2,056.00	LCFF Supplemental	Teacher stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		- 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.	165-13
\$1,100.00	LCFF Supplemental	Classified Overtime	Goal 2: Students are proficient in state academic standards.	2225	Classified Support Salaries: Overtime		n/a		- 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.	165-14
\$27,823.00	LCFF Supplemental	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Small Guided Reading groups K-5th	165-15
\$22,953.00	Title I: Basic	EEIP Science Prep	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2255	Teacher Education Enhancement		PDs focused on Science integrated English Language Development	165-16
\$7,997.00	Title I: Basic	Surplus/Unallocated	n/a	4399	Surplus		n/a		n/a	165-17
\$44,297.00	Title I: Basic	Consultants	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Intervention period to support readers who are below grade level.	165-18

\$1,361.58	Title I: Parent Participation	Teacher stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		- 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.	165-19
\$220.00	Title I: Parent Participation	Surplus/Unallocated	n/a	4399	Surplus		n/a		n/a	165-20



Jody London, President, BOE



Kyla Johnson-Trammell, Superintendent and Secretary, BOE

Title I School Parental Involvement Policy 2019 - 2020

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, educate families about getting on track for College, 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/calendar, 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.

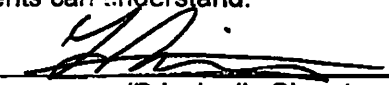
Accessibility

- 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 5/13/19 and will be in effect for the 2019-2020 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)

5/13/19

(Date)

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_____.



Strategic Resource Planning

2019-2020

School Site Council Membership Roster – Elementary

School Name: ACORN Woodland

Chairperson : Elizabeth Sanchez
Vice Chairperson: Veronica Luna
Secretary: Laura Limon

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Julissa Lambert-York	x			
Billy Tang ✓		x		
Maira Lopez ✓		x		
Esperanza Aguilar-Reese			x	
Elizabeth Sanchez				x
Laura Limon				x
Veronica Luna				x
Yadira Cervantez				x

Meeting Schedule (day/month/time)	4th Friday @ 2:45
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community Members