

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

October 28, 2015

To: Board of Education

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

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

File ID Number: 15-1867
Introduction Date: 10/14/15
Enactment Number: 15-1538
Enactment Date: 10/14/15
By: AW

Action Requested:

The Board of Education is requested to approve the 2015-2016 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 2015-2016 Single Plan for Student Achievement (SPSA) for Acorn Woodland Elementary School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Leroy Gaines
Date of this revision: 6/10/2015

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

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

Contact Person:	Leroy Gaines	Position:	Principal
Address:	1025 81st Avenue Oakland, CA 94621	Telephone Number:	510-639-3344
		Email Address:	leroy.gaines@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 10/28/2015

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

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: ACORN Woodland Elementary School

Site Number: 165

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

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

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

Date(s) plan was approved: 5/21/2015

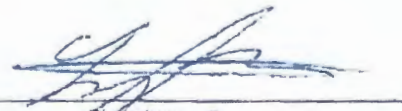
6. The public was alerted about the meeting(s) through one of the following:

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

Signatures:

Leroy Gaines

Print name of School Principal



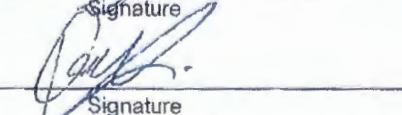
Signature

5/21/2015

Date

Raul Garcia

Print name of SSC Chairperson



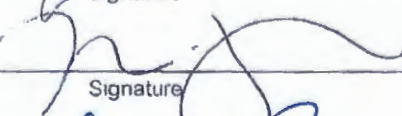
Signature

9/21/15

Date

Monica Thomas

Print name of Network Superintendent

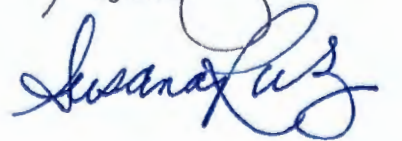


Signature

9/21/15

Date

Susana Ramirez,
DIRECTOR, STATE & FEDERAL



9/20/15

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: ACORN Woodland Elementary School

Site Number: 165

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
12/16/2014	SSC	Reviewed progress towards school wide goal of 1.5 years reading growth. Analyzed F&P running record data.
12/17/2014	AWE Staff	Reviewed progress towards school wide goal of 1.5 years reading growth. Analyzed F&P running record data.
1/29/2015	SSC	Budget training and review 2015-16 budget proposal including school focus and theory of action plan .
1/28/2015	AWE Staff	Budget training and review 2015-16 budget proposal including school focus and theory of action plan .
2/26/2015	SSC	QEIA Funds & adjustment to the Site Plan <ul style="list-style-type: none"> - Review the current Site Plan and how QEIA funds are being allocated - Propose an amendment to the site plan to use Remaining QEIA funds to pay our contract for our Interventionist support. - Vote
4/30/2015	SSC	Finalizing SPSA <ul style="list-style-type: none"> o Review SPSA Big Rocks and Goals o Review SPSA Funding o Review SPSA Staffing
5/20/2015	SSC	Review final draft of SPSA & Vote.

2015-2016 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 Base #0000	\$66,689.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$131,841.93	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$345,410.10	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$61,343.63	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,531.66	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$62,875.29	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: Literacy

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- Main School Goal #1: By June 2016, All AWE Students, who are below grade level, will gain 1½ years growth in independent reading level according to F&P running record data.
- Related School Goal #2: By June 2016, All AWE Students will gain 1½ years growth in reading according to Scholastic Reading Inventory assessment
- Related School Goal #3: By June 2015, 100% of K-2nd AWE students will be at or above grade level benchmarks on DIBELS.
- Related School Goal #4: By June 2016, 90% of K-3rd AWE students will meet grade level expectation on BPST/Core Phonics Assessment.

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Fountas & Pinnell	Related School Goal #3: are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.	35%	45%	65%
SRI	Related School Goal #2: SRI - Computer based reading assessment program which provides data on students' lexile reading levels and growth over time.	41%	50%	60%

Other	Related School Goal #4: BPST/ Core Phonics Survey - A phonics assessment that assesses student knowledge of a broad range of phonics skills beginning with consonant sounds normally taught in kindergarten and ending with polysyllabic word patterns encountered in third and fourth grade.	N/A	N/A	90%
Other	Related School Goal #3: DIBELS - Assessment comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.	70%	100%	100%

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
SRI: Increased the number of students taking the assessment by 30 students (2012-13: 122 ; 2013-14: 152	Over 60% of AWE students are performing below grade level on the Fountas & Pinnell reading record assessment.
SRI: 57.2% of AWE students demonstrated 1 or more years growth. 17% gain from previous year.	59% of AWE 2nd-5th grade students are reading below grade level according to the Scholastic Reading Inventory
SRI: AWE decreased negative reading growth by 20% (2012-13: 29.5% ; 2013-14: 9.2%)	70% of AWE K-1st grade students performed at grade level according to the DIBELS assessment.
SRI: 56.6% of low-income students demonstrated 1 or more years growth.	42.8% of AWE students did not demonstrate a year or more growth in reading growth according to the Scholastic Reading Inventory•
F&P: 10% gain in percent of AWE students reading at or above grade level. (Aug 2014-Jan 2015)	50% of male students did not demonstrate a year or more growth in reading growth according to the SRI
	72% of Special Ed students did not demonstrate a year or more growth in reading growth according to the SRI.

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Focus on non-fiction text and access to grade level complex text
increased utilization of technology to support literacy development
Full implimentation of TCRW
Intigration of after school instructors to day school literacy time

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

Lack of clarity around Phonics and word work curriculum

No targeted supports for our SPED students in foundational reading skills

MAJOR IMPROVEMENT STRATEGY #1

Implement key elements of Balanced Literacy, specifically quality word work, questioning during guided reading, and shared/closed reading protocols.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Use reading records to understand individual student strengths and areas of growth and guide instruction. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	Data conferences with teachers every trimester	Professional Development facilitated by ELA Lead Teachers
Prepare students for close reading by setting a purpose and providing text-dependent questions. Use shared reading and mini-lessons to explicitly model and gradually release responsibility for reading, discussing and writing about complex text.	Develop an RTI system that focuses on increasing student foundational literacy skills.	Lead Team Members will provide monthly PDs aligned to supporting the goal of achieving 1 ½ years growth on F&P.
Use Core Phonics Survey to understand individual student strengths and areas of growth and guide instruction. Establish Year long differentiated phonics plans for class and students.	Analyze school-wide and ADEPT data.	Professional Learning Communities focused on Reading Data.
K-5th use of Systematic English Language Development during the first 30mins of school Monday-Thursday.	Informal and formal walk through w/ feedback	District Buy-Back Day PDs focused on literacy development
Daily use of Rime Magic K-3rd (SEI)	Analyze school-wide and classroom running record data.	Leadership Team Meetings (2x month)
Replace weekly spelling tests with word study work and vocabulary development.	Active participation in PLCs	Reading/Writing Workshop PLCs (4-5x a cycle)

Provide clear on-going communication with parents about word study instruction and practices.	Coordinate the organization of ELD program and class configuration.	All incoming Kinder students will be invited to a five week intensive summer school focused on literacy development.
RALLI practices to be used during shared and interactive readings to support students in attacking grade level reading.	Meet with ELD teacher leader monthly to develop and refine action plan to support EL programming.	After school intervention program that utilizes Words Thier Way and Reading Workshop to develop student literacy for our lowest students.
Accountable talk strategies to support English language acquisition and the use/development of academic text based discussions. anything specific?	Establish expectations for the school wide use of accountable talk strategies.	Fund full or partial TSA-Instruction to support on-site Professional Learning. Support for on-going coaching and designing of professional learning. TSA must work with a group of students daily. TSA schedule due to ExO upon creation of position prior to hiring individual.
Scaffold and differentiate instruction for diverse language learners by providing vocabulary and language structures that all students need to participate in writing and discussing a text.	Select Teacher Leaders by subject area to compose the Instructional Leadership Team. ILT meets 2x monthly to examine instructional practices, set professional learning direction, and assist with the implementation of Common Core/NGSS.	Increase Science FTE to create Common Planning Time for grade level or department teams. Align master schedule to create additional prep period to be used for Common Planning Time (MS)
Teachers will assess and identify students who are reading under grade level and refer them to our Extended Learning Period to receive reading support.	Develop a prep schedule of electives (computers, art, P.E.) students can participate in while teachers collaborate.	Use Art teacher to provide release time for PLCs, curriculum planning, lesson/unit design and/or data cycle
Upper grade teachers will impliment Socratic Seminars which will push GATE students to seek a more in-depth understanding of complex text and ideas through rigorous and thoughtful dialogue.	Create and use Principal, AP and TSA weekly schedule that include regular time to conduct observation and feedback with teachers before, during and afterschool.	Minimum Days for teacher unit planning
	Use STIP SUB to provide release time for face to face debriefing 2X month for all teachers	1:1 Data conferences with principal and TSA
	Principal/TSA/Lead Teachers conduct Data analysis, Unit mapping, focused approach, Observation and Feedback, Progress Monitoring.	

	Develop systems for data tracking, data conferences and data walls.	
	Implement an RTI model to support our lowest readers.	

MAJOR IMPROVEMENT PRIORITY #2: Mathematics

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- Main School Goal #1: 80% percent of students grades K - 5th will demonstrate prof. on the Math Expressions End of Year Cumulative Assessment
- Related School Goal #2: 80% percent of students grades K - 5th will demonstrate prof. on the OUSD Performance Task (Fall, Winter and Spring)

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SBAC Math proficiency rate	SBAC Assessment	N/A	N/A	50%
Other	Math Expressions End of Year Unit Assessment	N/A	N/A	80%
Other	Science CST			

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
<p>76% total average for 5th grade: Mid-Year Cumulative Math Assessment</p> <p>60% of AA students in 5th grade were proficient or above on the Mid-Year Cumulative Assessment</p> <p>80% of AA students made growth on the Mid-Year Cumulative Assessment from the Beginning of the year assessment.</p>	<p>Majority of 5th grade SPED students are not on track to be proficient on end of year Cumulative Math Assessment</p>

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

During the 2014-15 school year we began implementation of a new common core aligned math curriculum. Implimentation of the Expressions Math curriculum has gone fairly smoothly, however, assessment and the collection of student math data has not been as sucessful. As a result we have little data to guide implimentation of school wide practices.

5th grade team participated in a year long math focus PLC; which led to gains in their math scores.

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

Lack of clarity around math benchmarks and unit assessments.

unequal administration of math benchmark assessments.

MAJOR IMPROVEMENT STRATEGY #2

Math lesson studies and math common core math lesson studies to support the development of rigorous math instruction.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Use standards and instructional materials to collaboratively establish goals and a year-long scope and sequence anchored by assessments.	Data conferences between teachers and principal every trimester	• Wednesday Differentiated PD: Focus on New Teacher support, Data Analysis,

Use backwards design (outcome, evidence, instruction) to plan ELA units and lessons aligned to California Common Core State Standards.	Informal and formal walk through w/ feedback by principal	• Professional Development focused on developing an understanding of Webb DOK and its relationship to CCSS.
Develop a deep understanding of Webb DOK and the CCSS. Teachers will understand how to align their daily lessons to them.	Analyze school-wide and classroom math unit assessments and performance tasks to create/implement corrective instruction and differentiation.	• Math Lead teachers who sit on the leadership team.
Implementing the Math Expressions lessons and OUSD performance tasks as outlined by Core Curriculum Guide.	Use extended contracts to stipend ILT to do extended planning or summer planning with Principal/AP for curriculum, instructional strategies implementation and support	• Math Lead teachers will facilitate five whole staff math PDs a year.
Design common core aligned science lessons that utilize FOSS Kits		• Structures to improve vertical alignment using Math Expressions end of year assessment data.
Plan common core aligned lessons that integrating technology into math and science instruction.		• Develop analytical tools to guide teachers in understanding mastery.

MAJOR IMPROVEMENT PRIORITY #3: EL & Ac Talk

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- Main School Goal #1: 90% of all Acorn Woodland EL Students demonstrate one or more CELDT level growth or remain at CELDT level 5 according to the 2016 CELDT.

- Related School Goal #2: 40% of AWE English Language Learners will be reclassified by the 2016 administration of the CELDT.
- Related School Goal #3: By June 2016, All AWE Students will gain 1½ years growth in reading according to Scholastic Reading Inventory assessment

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
CELDT level	Related to School Goal #1: CELDT Growth -	63%	75%	90%
EL reclassification rates	Related to School Goal #2: Reclassification - The process for determining that an EL has become Fluent English Proficient.	18.20%	30%	40%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
CELDT growth was at 63% 2013-14 school year; which is 16% more than the district average	CELDT growth was at 63% 2013-14 school year 18% of AWE EL students were reclassified during the 2013-14 school year; which is a dip from previous years.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

30 min of differentiated, dedicated English Language Arts development time 4 times a week

Systematic ELD and RALLI training for teachers

PD and PLCs focused on the development and alignment of academic language

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

There was no dedicated staff member charged with the duty of tracking ELD data and the implementation of best teaching practices.

Transition of ELD core curriculum from Language for Learning to Systematic ELD

MAJOR IMPROVEMENT STRATEGY #3

Implementation of Discussions 4 Learning and Systematic ELD to support dedicated ELD class time.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Adopt approaches that create access for ELs including RESULTS/RALLI, Constructing Meaning.	Support the planning of professional development to support the use of RALLI strategies and training in constructing meaning.	Allocate professional development time to support the use of RALLI strategies and training in constructing meaning.
Conduct deep data analysis, observe EL experience and to create action plan.	Monitor formative and summative data of EL progress	Release time for teachers to analyze data, and participate in data conference.
Administer ADEPT assessment 2x a year.	Review ADEPT results 2x a year during data conferences,	
	Manage data wall with student ADEPT results.	
	Purchase books to support Academic Discussions	

MAJOR IMPROVEMENT PRIORITY #4: School Culture

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
 - 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #4

- Main School Goal #1: Reduce suspensions by 50% or below 2% during the 2015-16 school year
- Related School Goal #2: Increase average daily attendance rate to 98% during 2015-16 school year

STUDENT GOAL TARGET(S) for Improvement Priority #4

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Average Daily Attendance	District ADA Reports	95.00%	98%	98%
Chronic Absence	District Chronic Absence	5.40%	4.10%	3.50%
Parent survey participation rate	California Healthy Kids Survey	55.30%	65%	90%
Suspension	District Suspension Data	4.50%	4%	2%

DATA ANALYSIS for Improvement Priority #4

Performance Strengths	Performance Challenges
Over 90% Average Daily Attendance in 20013-14	55% of parents participated in the 2013-14 CHKS
5.4% of AWE students were chronically absent in 2013-14	4.5% of AWE students were suspended in 2013-14
	8.9% of AWE students were chronically absent as of April 2014-15

ROOT CAUSE ANALYSIS for Improvement Priority #4

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Attendance Team Meetings: Meeting with Attendance Team at least 2X per month to implement comprehensive attendance plan

School Culture rotation (Sept & Jan) to teach students about school expectations and rules.

Behavioral RTI pyramid that all staff understand and implement. Refine as implementation informs practice.

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

Families were not notified or educated about the importance of taking the CHKS survey.

There was a significant disparity in suspension of SPED students.

The rise of chronic absence rates was the result of inconsistent SART meetings with parents of Chronic students

MAJOR IMPROVEMENT STRATEGY #4

Develop a COST that meets regularly that is led by TSA to Coordinating services to support tier 2 &3 students operating outside the AWE sphere if success.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
make supportive calls to families 2 hours per month to encourage attendance, set goals with students and incentivize improvement	Engage the Instructional Leadership Team and School Culture Team to assist the school community in assessing and updating school vision.	Distributed leadership among the ILT/SCT to lead a collaborative visioning process.
Home visits made to select families by AWE teachers.	School Culture Team members summer, fall, spring planning retreats to co-create, monitor, and adjust School Theory of Action in areas of School Culture, Health and Wellness, Chronic Absence and Targeted Approaches. Use protocol to share and engage staff in understanding ToA	Strong Response to Intervention pyramid in place to move students into the sphere of success
Supporting and honoring home languages during classroom instruction	Use School Culture Team, PBIS team or COST team to create a behavioral RTI pyramid that all staff understand and implement. Refine as implementation informs practice.	Address issues of bias and race and build cultural competency to serve diverse students through on-going professional learning, coaching, workshops/conferences and dialogue for teachers and staff
Implementing culturally relevant instructional practices and content matter	Conduct regular communication about RTI Framework and progress monitoring to share with whole staff and families.	Coordinate Tier 1,2,3 practices and lead SST Meetings.
Support reading of complex text through the use of Perspectives for a Diverse America; which is based on the Anti Bias Framework.	Schedule regular time with whole staff to build capacity to teach and reinforce core values and behavioral expectations, to revisit school culture goals	COST to support and identify students and families in need of wrap around services; which includes students who are foster youth and from transient families.
Weekly SEL lessons from a dedicated SEL curriculum such as Second Step.	Engage staff and parents in dialogues about race, culture and experience	Attendance Team Meetings: Meeting with Attendance Team at least 2X per month to implement comprehensive attendance plan
Develop Welcoming Schools Unit for Annual Ally Month	Examine the SEL competencies of the adults serving students. Provide SEL education to adults during staff meetings.	School Culture rotation (Sept & Jan) to teach students about school expectations and rules.

Develop Buddy Reading partners and Buddy Reading time lessons.	Create FTE (Community Relations Asst, School Culture TSA, Case Manager) to identify high needs students/families and coordinate supports that improve attendance and parent engagement.	Monthly Parent Leadership meetings led by Family Coordinator.
K-2nd Grade SDC Integrated classroom teachers will collaboratively plan units that support the students in understanding friendship, Allyship and the issues of equity among SPED students.	Pay for classified staff to work overtime to support the development and refinement of school systems and improve overall school culture	Weekly Student Leadership Class to support leadership development of our 5th grade students.
	Hire 2 part time noon supervisors to support recess and lunch.	Monthly SSC meetings to discuss and make decisions about school programming and funding with the school community.
	Pay for classified staff to work overtime to support recess and lunch.	Allocate time during the summer to develop operational systems that will ensure a strong fall start.
	Pay for clerical summer time work to prepare for strong fall start.	Hire bilingual Clerk to support communication with Spanish speaking families.



Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: <i>ACORN Woodland Elementary School</i>												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (Literacy)											Click here for the full list of LCAP strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
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.	Fountas & Pinnell	Low-Income Students	School supplies to support the student literacy development	General Purpose Discretionary	4310				\$7,000.00	165-1A	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Prepare students for close reading by setting a purpose and providing text-dependent questions. Use shared reading and mini-lessons to explicitly model and gradually release responsibility for reading, discussing and writing about complex text.	SRI	Low-Income Students	Purchase classroom libraries that support nonfiction reading.	General Purpose Discretionary	4200				\$1,000.00	165-1B	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Use Core Phonics Survey to understand individual student strengths and areas of growth and guide instruction. Establish Year long differentiated phonics plans for class and students.	SRI	Low-Income Students	N/A							165-1C	Targeted Approaches	
K-5th use of Systematic English Language Development during the first 30mins of school Monday-Thursday.	Other	English Language Learners	N/A							165-1D	Targeted Approaches	
Daily use of Rime Magic K-3rd (SEI)	Other	Low-Income Students	N/A							165-1E	Targeted Approaches	
Replace weekly spelling tests with word study work and vocabulary development.	Other	Low-Income Students	N/A							165-1F	Targeted Approaches	
Provide clear on-going communication with parents about word study instruction and practices.	Other	Low-Income Students	N/A							165-1G	Family Engagement	
RALLI practices to be used during shared and interactive readings to support students in attacking grade level reading.	SRI	Low-Income Students	N/A							165-1H	Targeted Approaches	

Accountable talk strategies to support English language acquisition and the use/development of academic text based discussions. anything specific?	Other	English Language Learners	N/A							165-1I	Targeted Approaches	
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.	Other	English Language Learners	N/A							165-1J	Targeted Approaches	
Teachers will assess and identify students who are reading under grade level and refer them to our Extended Learning Period to receive reading support.	Fountas & Pinnell	Low-Income Students	N/A							165-1K	Extended Learning Time	A1.6: After School Programs
Data conferences with teachers every trimester	Fountas & Pinnell	Low-Income Students	Funds to release teachers for 1:1 meetings, peer observations and collaborative planning time to support the literacy development of low income students.	Title I Basic	1150				\$800.61	165-1L	Teacher PD	A2.8: Data & Assessment
Develop an RTI system that focuses on increasing student foundational literacy skills.	Fountas & Pinnell	Low-Income Students	Hire two literacy support instructors to work with teachers to increase student literacy.	LCFF Supplemental	5825				\$54,122.73	165-1M	Targeted Approaches	A3.2: Reading Intervention
Analyze school-wide and ADEPT data.	SRI	English Language Learners	N/A							165-1N	Teacher PD	
Informal and formal walk through w/ feedback	Other	Low-Income Students	N/A							165-1O	Teacher PD	
Analyze school-wide and classroom running record data.	Fountas & Pinnell	Low-Income Students	Copier to support the implementation of Readers/Writers Workshop	General Purpose Discretionary	5610				\$4,000.00	165-1P	Teacher PD	A2.3: Standards-Aligned Learning Materials
Active participation in PLCs	Fountas & Pinnell	Low-Income Students	N/A							165-1Q	Teacher PD	
Coordinate the organization of ELD program and class configuration.	Other	English Language Learners	N/A							165-1R	Targeted Approaches	
Meet with ELD teacher leader monthly to develop and refine action plan to support EL programing.	Other	English Language Learners	N/A							165-1S	Targeted Approaches	
Establish expectations for the school wide use of accountable talk strategies.	SRI	Low-Income Students	N/A							165-1T	Targeted Approaches	
Select Teacher Leaders by subject area to compose the Instructional Leadership Team. ILT meets 2x monthly to examine instructional practices, set professional learning direction, and assist with the implementation of Common Core/NGSS.	Other	Low-Income Students	Stipend for two ELA lead teachers to sit on Instructional Leadership Team	General Purpose Discretionary	1120				\$5,000.00	165-1U	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS

Principal/TSA/Lead Teachers conduct Data analysis, Unit mapping, focused approach, Observation and Feedback, Progress Monitoring.	Fountas & Pinnell	Low-Income Students	N/A								165-1V	Teacher PD	
Develop systems for data tracking, data conferences and data walls.	Fountas & Pinnell	Low-Income Students	N/A								165-1W		
Implement an RTI model to support our lowest readers.	Fountas & Pinnell	Low-Income Students	N/A								165-1X		
Professional Development facilitated by ELA Lead Teachers	Fountas & Pinnell	Low-Income Students	N/A								165-1Y	Teacher PD	
Lead Team Members will provide monthly PDs aligned to supporting the goal of achieving 1 ½ years growth on F&P.	Fountas & Pinnell	Low-Income Students	N/A								165-1Z	Teacher PD	
Professional Learning Communities focused on Reading Data.	Fountas & Pinnell	Low-Income Students	N/A								165-1AA	Teacher PD	
District Buy-Back Day PDs focused on literacy development	SRI	Low-Income Students	N/A								165-1AB	Teacher PD	
Leadership Team Meetings (2x month)	SRI	Low-Income Students	N/A								165-1AC	Teacher PD	
Reading/Writing Workshop PLCs (4-5x a cycle)	Fountas & Pinnell	Low-Income Students	N/A								165-1AD	Teacher PD	
All incoming Kinder students will be invited to a five week intensive summer school focused on literacy development.	Other	Low-Income Students	N/A								165-1AE	Teacher PD	
After school intervention program that utilizes Words Thier Way and Reading Workshop to develop student literacy for our lowest students.	Other	Low-Income Students	Hire Girls Inc. to provide added reading development support after school hours	After School Education & Safety (ASES)	5825				\$96,879.17		165-1AF	Extended Learning Time	A1.6: After School Programs
Fund full or partial TSA-Instruction to support on-site Professional Learning. Support for on-going coaching and designing of professional learning. TSA must work with a group of students daily. TSA schedule due to ExO upon creation of position prior to hiring individual.	Other	Low-Income Students	Fund full or partial TSA-Instruction to support on-site Professional Learning. Support for on-going coaching and designing of professional learning. To support the literacy development of low income students.	Title I Basic	1119				\$36,379.46		165-1AG	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Increase Science FTE to create Common Planning Time for grade level or department teams. Align master schedule to create additional prep period to be used for Common Planning Time (MS)	Fountas & Pinnell	Low-Income Students	N/A								165-1AH		
Use Art teacher to provide release time for PLCs, curriculum planning, lesson/unit design and/or data cycle	Fountas & Pinnell	Low-Income Students	N/A								165-1AI		
Minimum Days for teacher unit planning	Fountas & Pinnell	Low-Income Students	N/A								165-1AJ		

1:1 Data conferences with principal and TSA	Other	African American Students	N/A							165-1AK		
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BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (Mathematics)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Use standards and instructional materials to collaboratively establish goals and a year-long scope and sequence anchored by assessments.	SBAC Math proficiency rate	Low-Income Students	Purchase school supplies to support the student math development	General Purpose Discretionary	5800				\$7,000.00	165-2A	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Use backwards design (outcome, evidence, instruction) to plan ELA units and lessons aligned to California Common Core State Standards.	SBAC Math proficiency rate	Low-Income Students	N/A							165-2B	Targeted Approaches	
Develop a deep understanding of Webb DOK and the CCSS. Teachers will understand how to align their daily lessons to them.	SBAC Math proficiency rate	Low-Income Students	N/A							165-2C	Teacher PD	
Implementing the Math Expressions lessons and OUSD performance tasks as outlined by Core Curriculum Guide.	SBAC Math proficiency rate	Low-Income Students	N/A							165-2D	Targeted Approaches	
Design common core aligned science lessons that utilize FOSS Kits	Other	Low-Income Students	Hire a science EIA prep teacher to support science instruction.	LCFF Concentration	1105	Elem Science Teacher		0.2	\$8,876.65	165-2E	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Plan common core aligned lessons that integrating technology into math and science instruction.	Other	Low-Income Students	Hire a science EIA prep teacher to support STEM instruction for low income students	Title I Basic	1105	Elem Science Teacher		0.1	\$4,438.32	165-2F	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Data conferences between teachers and principal every trimester	SBAC Math proficiency rate	Low-Income Students	N/A							165-2G	Teacher PD	
Informal and formal walk through w/ feedback by principal	SBAC Math proficiency rate	Low-Income Students	N/A							165-2H	Teacher PD	
Analyze school-wide and classroom math unit assessments and performance tasks to create/implement corrective instruction and differentiation.	SBAC Math proficiency rate	Low-Income Students	N/A							165-2I	Teacher PD	
Use extended contracts to stipend ILT to do extended planning or summer planning with Principal/AP for curriculum, instructional strategies implementation and support	Other	Low-Income Students	Stipend for a science lead teacher to sit on Instructional Leadership Team	General Purpose Discretionary	1120				\$2,500.00	165-2J	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
• Wednesday Differentiated PD: Focus on New Teacher support, Data Analysis,	SBAC Math proficiency rate	Low-Income Students	N/A							165-2K	Teacher PD	

• Professional Development focused on developing an understanding of Webb DOK and its relationship to CCSS.	SBAC Math proficiency rate	Low-Income Students	N/A							165-2L	Teacher PD	
• Math Lead teachers who sit on the leadership team.	SBAC Math proficiency rate	Low-Income Students	Stipend for two math lead teachers to sit on Instructional Leadership Team	General Purpose Discretionary	1120				\$5,000.00	165-2M	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
• Math Lead teachers will facilitate five whole staff math PDs a year.	SBAC Math proficiency rate	Low-Income Students	N/A							165-2N	Teacher PD	
• Structures to improve vertical alignment using Math Expressions end of year assessment data.	SBAC Math proficiency rate	Low-Income Students								165-2O	Targeted Approaches	
• Develop analytical tools to guide teachers in understanding mastery.	SBAC Math proficiency rate	Low-Income Students	N/A							165-2P	Teacher PD	

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (EL & Ac Talk)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Adopt approaches that create access for ELs including RESULTS/RALLI, Constructing Meaning.	CELDT level	Low-Income Students	Purchase school supplies to support the student language development	General Purpose Discretionary	5800				\$6,000.00	165-3A	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Conduct deep data analysis, observe EL experience and to create action plan.	CELDT level	English Language Learners	N/A							165-3B	Targeted Approaches	
Administer ADEPT assessment 2x a year.	CELDT level	English Language Learners	N/A							165-3C	Targeted Approaches	
Support the planning of professional development to support the use of RALLI strategies and training in constructing meaning.	CELDT level	English Language Learners	N/A							165-3D	Teacher PD	
Monitor formative and summative data of EL progress	CELDT level	English Language Learners	N/A							165-3E	Targeted Approaches	
Review ADEPT results 2x a year during data conferences,	CELDT level	English Language Learners	N/A							165-3F	Targeted Approaches	
Manage data wall with student ADEPT results.	EL reclassification rates	English Language Learners	N/A							165-3G	Targeted Approaches	
Purchase books to support Academic Discussions	EL reclassification rates	English Language Learners	Funds to purchase books to support academic discussions	LCFF Concentration	4310				\$30.61	165-3H	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Allocate professional development time to support the use of RALLI strategies and training in constructing meaning.	EL reclassification rates	English Language Learners	N/A							165-3I	Teacher PD	

Release time for teachers to analyze data, and participate in data conference.	EL reclassification rates	English Language Learners	N/A								165-3J	Teacher PD	
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BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #4 (School Culture)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
make supportive calls to families 2 hours per month to encourage attendance, set goals with students and incentivize improvement	Average Daily Attendance	Low-Income Students	N/A							165-4A	Family Engagement	
Home visits made to select families by AWE teachers.	Parent survey participation rate	Low-Income Students	Stipends for teachers to foster increased parent engagement	Title I Parent	4310				\$1,000.00	165-4B	Family Engagement	A6.1: Parent / Guardian Leadership Development
Supporting and honoring home languages during classroom instruction	Chronic Absence	English Language Learners	N/A							165-4C	Targeted Approaches	
Implementing culturally relevant instructional practices and content matter	Average Daily Attendance	African American Students	N/A							165-4D	Targeted Approaches	
Support reading of complex text through the use of Perspectives for a Diverse America; which is based on the Anti Bias Framework.	Average Daily Attendance	Low-Income Students	N/A							165-4E	Targeted Approaches	
Weekly SEL lessons from a dedicated SEL curriculum such as Second Step.	Suspension	Low-Income Students	N/A							165-4F	Targeted Approaches	
Develop Welcoming Schools Unit for Annual Ally Month	Average Daily Attendance	Low-Income Students	N/A							165-4G	Targeted Approaches	
Develop Buddy Reading partners and Buddy Reading time lessons.	Average Daily Attendance	Low-Income Students	N/A							165-4H	Targeted Approaches	
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.	Suspension	Students with Disabilities	N/A							165-4I	Targeted Approaches	

Engage the Instructional Leadership Team and School Culture Team to assist the school community in assessing and updating school vision.	Average Daily Attendance	Low-Income Students	Stipend for two teachers to sit on School Culture Leadership Team.	General Purpose Discretionary	1120				\$5,000.00	165-4J	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
School Culture Team members summer, fall, spring planning retreats to co-create, monitor, and adjust School Theory of Action in areas of School Culture, Health and Wellness, Chronic Absence and Targeted Approaches. Use protocol to share and engage staff in understanding ToA	Suspension	Low-Income Students	N/A							165-4K	Family Engagement	
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.	Suspension	Low-Income Students	N/A							165-4L	Family Engagement	
Conduct regular communication about RTI Framework and progress monitoring to share with whole staff and families.	Parent survey participation rate	Low-Income Students	N/A							165-4M	Family Engagement	
Schedule regular time with whole staff to build capacity to teach and reinforce core values and behavioral expectations, to revisit school culture goals	Average Daily Attendance	Low-Income Students	N/A							165-4N	Teacher PD	
Engage staff and parents in dialogues about race, culture and experience	Parent survey participation rate	Low-Income Students	N/A							165-4O	Teacher PD	
Examine the SEL competencies of the adults serving students. Provide SEL education to adults during staff meetings.	Chronic Absence	Low-Income Students	N/A							165-4P	Teacher PD	
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.	Parent survey participation rate	Low-Income Students	Hire Family Coordinator to increase family engagement and parent leader development.	LCFF Supplemental	2205	Family Coordinator		1	\$35,276.10	165-4Q	Family Engagement	A6.1: Parent / Guardian Leadership Development
Pay for classified staff to work overtime to support the development and refinement of school systems and improve overall school culture	Suspension	Low-Income Students	Pay for classified staff to work overtime to support the development and refinement of school systems and improve overall school culture	General Purpose Discretionary	2425				\$3,000.00	165-4R	Targeted Approaches	A5.3: School Facilities
Hire 2 part time noon supervisors to support recess and lunch.	Suspension	Low-Income Students	Hire 2 part time noon supervisors to support recess and lunch.	LCFF Supplemental	2905		Noon Sup	0.4	\$8,876.65	165-4S	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Pay for classified staff to work overtime to support recess and lunch.	Suspension	Low-Income Students	Funds to pay classified staff who monitor lunch and recess.	LCFF Concentration	2225				\$15,000.00	165-4T	K Transition	A1.4: Early Childhood Education

Pay for clerical summer time work to prepare for strong fall start.	Average Daily Attendance	Low-Income Students	Funds to pay clerical staff to come in during the summer to prepare for strong Fall start.	LCFF Concentration	2425				\$7,500.00	165-4U	Targeted Approaches	A5.3: School Facilities
Distributed leadership among the ILT/SCT to lead a collaborative visioning process.	Average Daily Attendance	Low-Income Students	N/A							165-4V	Targeted Approaches	
Strong Response to Intervention pyramid in place to move students into the sphere of success	Suspension	Low-Income Students	N/A							165-4W	Targeted Approaches	
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	Suspension	Low-Income Students	N/A							165-4X	Teacher PD	
Coordinate Tier 1,2,3 practices and lead SST Meetings.	Chronic Absence	Low-Income Students	N/A							165-4Y	Targeted Approaches	
COST to support and identify students and families in need of wrap around services; which includes students who are foster youth and from transient families.	Chronic Absence	Foster Youth	Hire TSA to support the implementation of RTI and coordinate SSC & COST	LCFF Supplemental	1119	TSA		0.2	\$12,226.49	165-4Z	Targeted Approaches	A3.2: Reading Intervention
Attendance Team Meetings: Meeting with Attendance Team at least 2X per month to implement comprehensive attendance plan	Average Daily Attendance	Low-Income Students	School supplies to decrease truency of low income students.	Title I Basic	4399				\$9.70	165-4AA	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
School Culture rotation (Sept & Jan) to teach students about school expectations and rules.	Suspension	Low-Income Students	N/A							165-4AB	Targeted Approaches	
Monthly Parent Leadership meetings led by Family Coordinator.	Parent survey participation rate	Low-Income Students	Funds to provide refreshments for parent meetings.	Title I Parent	4311				\$531.66	165-4AC	Family Engagement	A6.3: Professional Learning for School Site Council Teams
Weekly Student Leadership Class to support leadership development of our 5th grade students.	Chronic Absence	Low-Income Students	Hire a fitness coach/student leadership instructor to help promote health, wellness and leadership among AWE staff and students.	General Purpose Discretionary	5825				\$20,512.00	165-4AD	Targeted Approaches	A5.2: Health and Wellness (Mental & Physical Health)
Monthly SSC meetings to discuss and make decisions about school programming and funding with the school community.	Chronic Absence	Low-Income Students	N/A							165-4AE		
Allocate time during the summer to develop operational systems that will ensure a strong fall start.	Average Daily Attendance	Low-Income Students	Funds to pay for other classified staff members' overtime.	LCFF Concentration	2925				\$7,000.00	165-4AF		A5.1: School Culture & Climate (Safe & Supportive Schools)
Hire bilingual Clerk to support communication with Spanish speaking families.	Average Daily Attendance	Latino Students	Funds to hire Bilingual clerk.	LCFF Concentration	2405	Clerk Bilingual		0.1	\$2,198.16	165-4AG		A6.5: Academic Parent-Teacher Communication & Workshops



James Harris
President, Board of Education



Antwan Wilson
Secretary, Board of Education

Title I School Parental Involvement Policy 2014 - 2015

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

Building Parent Capacity for Involvement

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

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

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

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

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

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

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

Accessibility

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

Adoption

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

This policy was adopted by the Acorn Woodland Elementary School Site Council on 4/28/14 and will be in effect for the 2014-15 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)

4/28/14

(Date)

School-Parent Compact 2014 - 2015 **Acorn Woodland Elementary School**

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

AWE Staff Pledge:

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

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

Staff Signature: _____

Student Pledge:

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

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

Student Signature: _____

Family/Parent Pledge:

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

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

Family/Parent Signature: _____

School Site Council Membership Roster – Elementary

School Name: Acorn Woodland

School Year: 2014-15

Chairperson : <div style="text-align: center;">Raul Garcia</div>	Vice Chairperson: <div style="text-align: center;">Carla Del Toro</div>
Secretary: <div style="text-align: center;">Leticia Venegas</div>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Leroy Gaines	X			
Kari Laux		X		
Hanna Sufrin		X		
Kim Sharrar		X		
Esperanza Aguilar-Reese			X	
Raul Garcia				X
Carla Del Toro				X
Leticia Venegas				X
Araceli Romero				X
Diana Mejia				X

Meeting Schedule (day/month/time)	4th Thursday of each month from 4-5:30 PM
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SSC Legal Requirements: (Ed. Code 52852)

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

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

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

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