

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Acorn Woodland Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Acorn Woodland Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: ACORN Woodland Elementary

6002273

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

Acorn Woodland Elementary (AWE) represents one of the most remarkable academic turnarounds of any school in the state of California. In 2000-01, its first year open, AWE scored a 345 on California's Academic Performance Index (API) making it one of the lowest scoring elementary schools in the state and the lowest performing elementary school in Oakland Unified School District (OUSD). In 2010-11, AWE bested its initial score by over 490 points, earning an API of 843. AWE is exceptional not only for its spectacular API growth, but as one of the first small schools in OUSD, it provides a unique perspective into the history of the district's small schools initiative. AWE showcases the important role of communities in launching and supporting a school, and demonstrates the promise of incubation as a strategy for helping schools to overcome tremendous challenges and to re-vision themselves for long-term academic success. Members of the East Oakland community consider AWE's opening an important achievement for their neighborhood. In the late 1990's, the community was unhealthy for families. The area was blighted and was a haven for drugs and prostitution. ACORN (a community organizing group) community leaders wanted to begin restoring their neighborhood, and identified a vacant site to begin the revitalization process. They initiated a door-knocking campaign to see what the community wanted on the site, and after numerous home visits and community meetings, it was agreed upon that site should house a new school. Approval was granted for the school, pending the passage of a bond measure for purchasing the property. After this bond measure was passed in 1999, the City Council used the process of eminent domain (the state's right to take over private property for public use) to garner additional property for the school. Securing the resources to build a school was an important achievement for community residents. Generating the commitment and resources to build a new school in this part of East Oakland was a critical lever for developing the community's resources. Acorn Woodland Elementary (AWE) now serves approximately 235 students in kindergarten through

grade 5. The student body is 80 percent Hispanic, 15 percent African-American, 2 percent Pacific Islander and 1 percent Asian. Seventy percent of the students are Spanish-speaking English language learners, and 92 percent are eligible for free or reduced price lunch compared to 64 percent district-wide. The school's 95 percent attendance rate is equal to the district average. Although the school started in 2000, the school underwent a significant re-incubation in 2005 as it moved into a state-of-the-art \$22,000,000 educational complex that is shared with another small OUSD school. The resources at the AWE campus have been allocated to support our vision of developing scholars who have the skills and determination to pursue higher education. The AWE facilities include 12 K-5th classrooms, science classroom, media Center, dance studio, music classroom, family resource center, community meeting space, teacher resource room, counseling center, reading intervention rooms, resource and speech rooms, a large playing field, outdoor science area, as well as an amphitheater. The two schools share a public use library, cafeteria and multi-use building. The core curriculum at AWE is reflective of the needs of diverse learners the school serves. The school uses the California Standards for Learning to guide instruction. Open Court and Foro Abierto 2002 are used to ensure that all students build a base of standards-based skills. These reading programs are strengthened through the use of Read-Think-Apply and Reciprocal Teaching strategies across the school.

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 Acorn Woodland, we build a culture of high expectations for students, staff and families. We work in partnership with OUSD to transform the greater Oakland community by serving the whole needs of our students, striving to eliminate existing inequities and providing our all our students with excellent teachers every day. We use a standards-aligned, data-driven approach to planning instruction and interventions. In English Language Arts, our key strategy is differentiated reading instruction using the Balanced Literacy approach that is aligned to Common Core standards to support and encourage students to read and respond to complex text. We support the needs of our Spanish speaking students by providing an early transitional bilingual program option to both strengthen their literacy in Spanish and ease student's transition into English. In Mathematics, we use a blended approach, which incorporates mastery of operational mathematics skills and higher order, constructivist mathematic approaches. All grades K-5 emphasize a consistent lesson design that includes daily group work and oral student presentations. Our interventions program serves FBB and BB readers during the day and Basic students after-school. In our interventions program, we use the data-driven Response to Intervention (RTI) Model and align intervention to school-day instruction and standards. AWE Faculty identify focal students to track their academic progress. Our focal student focus provides us with another lens to analyze the impact of our instructional practices on a select population of students. AWE faculty members commit to cohesive and aligned instructional practice, to the principles of collaboration and equitable outcomes for our students. Our family partnership plan involves families in high levels of data inquiry and supports their development as partners in academic achievement. Our Extended Learning Program provides targeted academic support, enrichment that includes Technology, performing and visual arts, and recreation in addition to multiple student leadership opportunities. AWE students take responsibility for their behavior, learning and leadership through our robust School Culture Plan that includes school-wide Buddy Reading, College-Going Culture, Student Government and weekly school-wide assemblies.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

School-wide staff Retreat: Staff sets goals for the year, reflects on school progress Instructional Learning Team: 2x per month, drives PD, PLC and instructional support plans Operation Meeting: 1x per month support of school operations Academic conferences (individual teacher, student, and grade level: 3x per year ELA; 3x per year Math Staff Data Summits: 3x per year monitoring school progress Parent Conference: 2x per year monitoring student progress

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

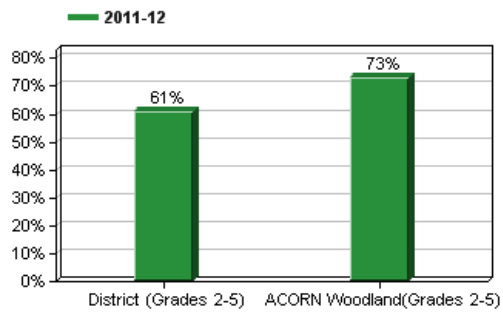
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

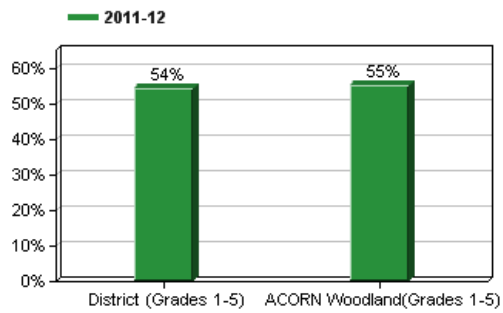
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



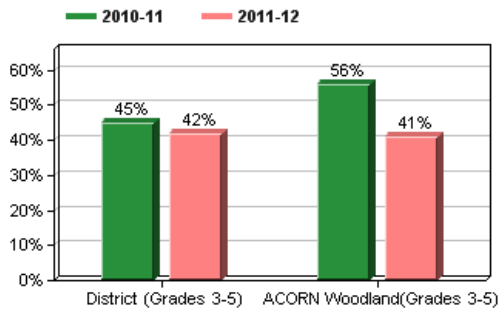
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

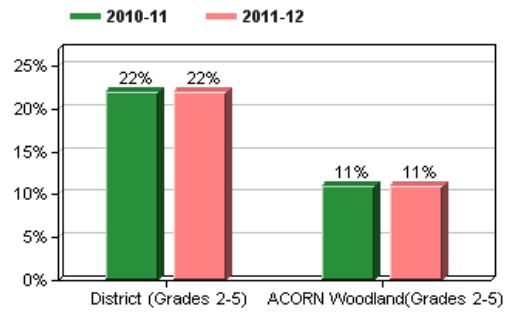


CST

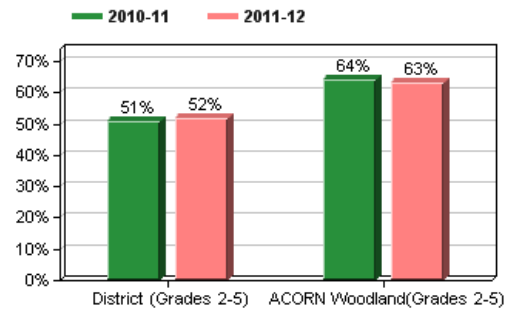
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

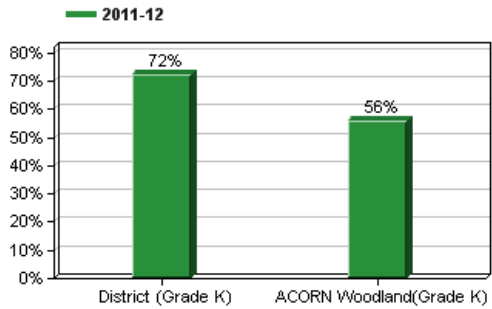


CST/CMA ELA % Prof/Adv

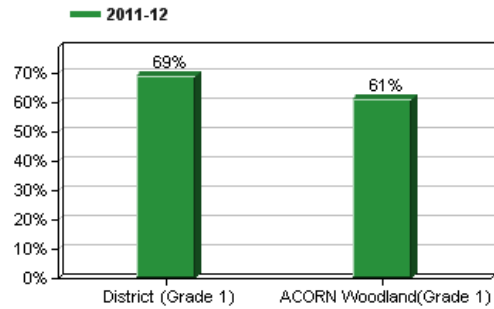


DIBELS

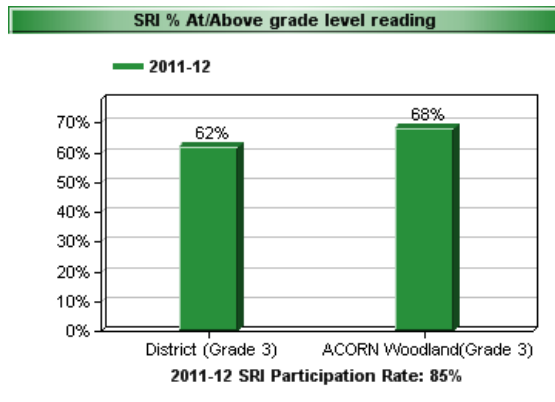
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- AWE African American: 2012 CST ELA 46% (percent change -36%), AWE African American Males: 2012 ELA 50% (percent change -32%), AWE African American Females: 2012 ELA 43% (percent change -40%) AWE Latino ELA: 2012 63% (percent change 3%), AWE EO ELA: 2012 57% (percent change -23%)
- ELA Benchmark 1 Students at or above Proficiency: [2nd SEI Grade: 33%], [2nd Bil Grade: 21%], [3rd Grade: 51%], [4th Grade: 57%], [5th Grade: 69%], [School Wide: 51%] ELA Benchmark 2 Students at or above Proficiency: [2nd SEI Grade: 44%], [2nd Bil Grade: 56%], [3rd Grade: 73%], [4th Grade: 61%], [5th Grade: 67%], [School Wide: 63%]

Data Analysis

- Approximately 41% of Acorn Woodland students demonstrated 2 yr. academic growth according to the ELA CST. This is -15% drop from the previous year, putting AWE 1% below the districts 42% average.
- 11% of Acorn Woodland students between 3rd-5th grade are Below or Far Below grade level according to the ELA CST. These is the same percentage as last year and 11% above the district average.
- Acorn Woodland out performed the district average by 11% with 63% of AWE students performing at or above proficient on the ELA CST.
- Our African American students demonstrated a -36% dip in their ELA CST scores.
- AWE 3rd grade witnessed a -19.7% dip in ELA CST scores.

Theory of Action

- Acorn Woodland balanced literacy approach is based on our committed to providing a well-rounded literacy program, including meaningful word work, leveled reading groups and argumentative writing supported by reading /writing workshops.
- Acorn Woodland has committed to providing our students with the option of a Spanish Transitional bilingual education track: This K-3rd grade program helps children transition from their native Spanish to academic English
- Acorn Woodland teachers collect and analyze student data, including DIBELS, BPST, and standardized test scores. Teachers collaborate by using data to create differentiated student groups and lessons.
- Literacy interventions include the differentiated phonics and reading instruction, access to Fast ForWord, Accelerated Reader and SIPPS programs, as well as small-group pull out sessions were students develop basic literacy skills

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Balanced Literacy reading groups designed to support student reading.	State tests (CST/STAR, PFT)	All Students	Every Semester	Leadership Team	4/24/2013	165SQI1A2445	Leveled reading books are used for reading instruction.	N/A			0	\$0.00
Balanced Literacy reading groups designed to support student reading.	State tests (CST/STAR, PFT)	All Students	Every Semester	Leadership Team	4/24/2013	165SQI1A2447	Time supports to enhance data, assessment, planning and collaboration.	N/A			0	\$0.00
Teacher collaboration time to support implementation of balanced literacy approach.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Grade level team	4/24/2013	165SQI1A2449	Time for professional collaboration.	N/A			0	\$0.00
Professional Learning Community time to enhance Balanced Literacy curriculum design, alignment and implementation.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Leadership Team	4/24/2013	165SQI1A2450	Peer to peer expertise to enhance curriculum design, alignment, implementation and revision.	N/A			0	\$0.00
Families, teachers and administration conference about student performance and identify supports for academic, social and affective growth.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/4/2013	165SQI1A2451	Substitute support for all aspects of release time for teacher conferences.	N/A			0	\$0.00
Families, teachers and administration conference about student performance and identify supports for academic, social and affective growth.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/4/2013	165SQI1A2452	Copier and duplication resources enhance communication and instruction.	N/A			0	\$0.00
Consultants provide art coaching, integrated support and extensions of literacy instruction in all areas of the curriculum.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/4/2013	165SQI1A2455	Integrated curriculum is one main area of consultant support for professional development.	N/A			0	\$0.00
Consultants provide art coaching, integrated support and extensions of literacy instruction in all areas of the curriculum.	CELDT	English Learners	End of Year	Grade level team	4/4/2013	165SQI1A2456	Consultant will collaborate with teachers to design ELA-Art thematic units to supplement the curriculum to enhance English language acquisition.	N/A			0	\$0.00
Instructional and art supplies, materials, assemblies, technology and computers will be used for enhanced projects that span all art forms and all curriculum areas.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Grade level team	4/4/2013	165SQI1A2457	Materials and Supplies will be used for curriculum extensions.	N/A			0	\$0.00
Balanced Literacy instruction is supported with an array of fiction	SRI	All Students	Every Semester	Leadership Team	4/24/2013	165SQI1A2458	Books reflect a wide range of reading genres to be used for small	N/A			0	\$0.00

and non-fiction texts.							group projects.					
Ongoing parent communication about all aspects of school services	Survey data (CHKS, etc.)	All Students	Weekly	Clerical staff	4/4/2013	165SQI1A2460	Copy machine services will support all aspects of parent communication.	N/A			0	\$0.00
Ongoing parent communication about all aspects of school services	Survey data (CHKS, etc.)	All Students	Weekly	Clerical staff	4/4/2013	165SQI1A2461	Mailing services and stamps will support all aspects of communication with the community.	N/A			0	\$0.00
Daily use of Balanced Literacy approach; Reading groups, interactive read alouds, independent reading time are implemented across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time.	State tests (CST/STAR, PFT)	All Students	End of Year		4/24/2013	165SQI1A2462	Daily use of leveled Reciprocal Teaching Guided Reading groups, deployed across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time.	N/A			0	\$0.00
Part time TSA will be hired to provide reading intervention, ELD instruction and ELA support to staff.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Leadership Team	4/5/2013	165SQI1A2463	TSA will support Acorn Woodland Elementary's Response to Intervention approach.	7090-EIA - SCE		C10TSA0023	0.6	\$47,631.86
Part time TSA will be hired to provide reading intervention, ELD instruction and ELA support to staff.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/5/2013	165SQI1A5371	TSA will facilitate and monitor School Success Team meetings.	N/A			0	\$0.00
Reduce class sizes in upper grades so that combination classes can be avoided, resulting in more focused, personalized instruction for all 5th Grade students	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/4/2013	165SQI1A2697	Hire exemplary 5th grade teacher to instruct a reduced class sized classroom.	N/A			0	\$0.00
Supplies to support teacher professional development.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/5/2013	165SQI1A5594	Purchase supplies to support teacher professional development	7400-QEIA			0	\$204.26
Supporting transition into Common Core standards through strategic assessment use and data analysis.	SRI	All Students	Every Marking Period	Principal	4/24/2013	165SQI1A5959	Teachers will give Scholastic Reading Inventory assessment three times a year.	N/A			0	\$0.00
Supporting transition into Common Core standards through strategic assessment use and data analysis.	SRI	All Students	Every Marking Period	Leadership Team	4/24/2013	165SQI1A5960	Teachers will be given release and PD time to review and analyze student SRI results, and restructure differentiated reading groups.	N/A			0	\$0.00
Supporting transition into Common Core standards through strategic assessment use and data analysis.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/24/2013	165SQI1A5961	Teachers will conduct running record assessment three times a year.	N/A			0	\$0.00
							Teachers will be given					

Supporting transition into Common Core standards through strategic assessment use and data analysis.	Other (OCR, etc)	All Students	Every Marking Period		4/24/2013	165SQI1A5962	release and PD time to review and analyze student running record results, and restructure differentiated reading groups.	N/A			0	\$0.00
Supporting transition into Common Core standards through strategic assessment use and data analysis.	Local assessments (benchmarks, PWA)				4/24/2013	165SQI1A5963	Teachers will conduct Common Core aligned Mars Task assessment three times a year.	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	4/24/2013	165SQI1A2699	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 1st grade students	7400-QEIA		TCSHLT0060	1	\$90,736.16
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	CELDT	English Learners	End of Year	Principal	4/24/2013	165SQI1A5591	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 1st grade	7400-QEIA		TCHBIL0042	0.14	\$12,615.94
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/24/2013	165SQI1A5592	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 5th grade students.	7400-QEIA		TCSHLT0063	1	\$46,665.96
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/24/2013	165SQI1A5593	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 4th grade	7400-QEIA		TCSHLT0071	0.004	\$229.66
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests (CST/STAR, PFT)	All Students	End of Year	Other	4/24/2013	165SQI1A5596	Support and program costs for QEIA Grant	7400-QEIA			0	\$7,918.52

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

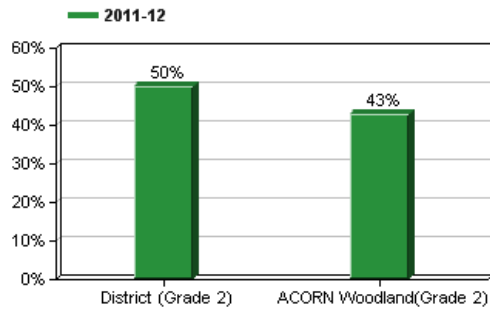
School Quality Standards relevant to this Strategic Priority

A quality school...

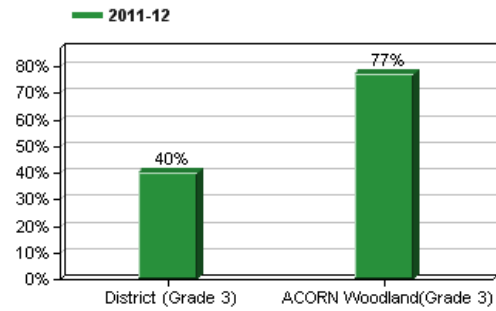
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

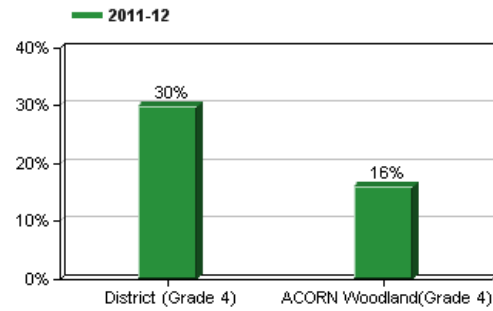
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



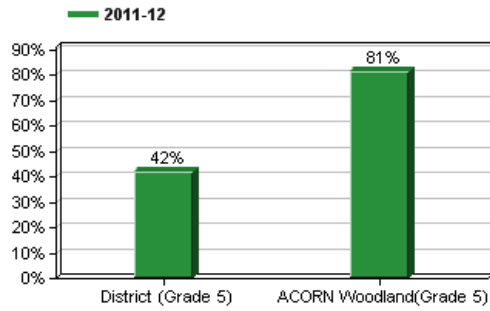
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Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

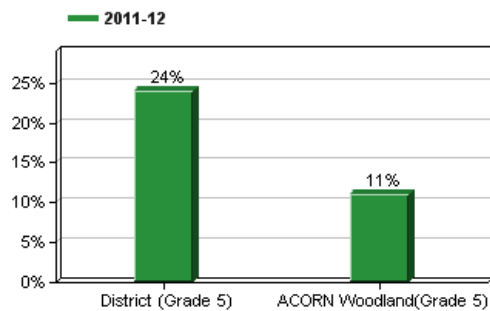


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

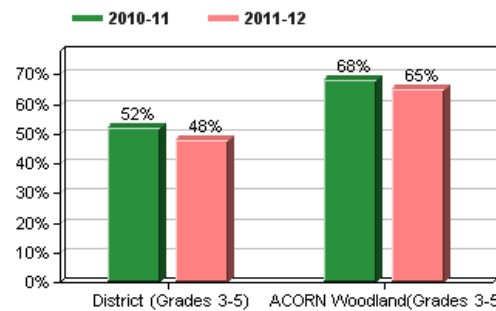


CST

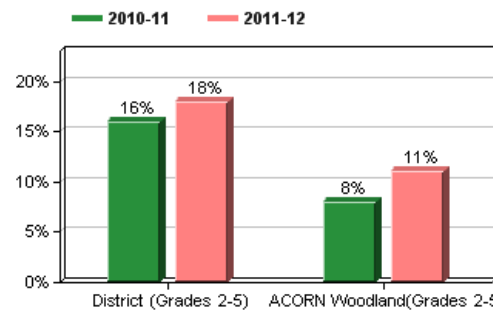
CST/CMA Gr5/Gr8 Science % BB/FBB

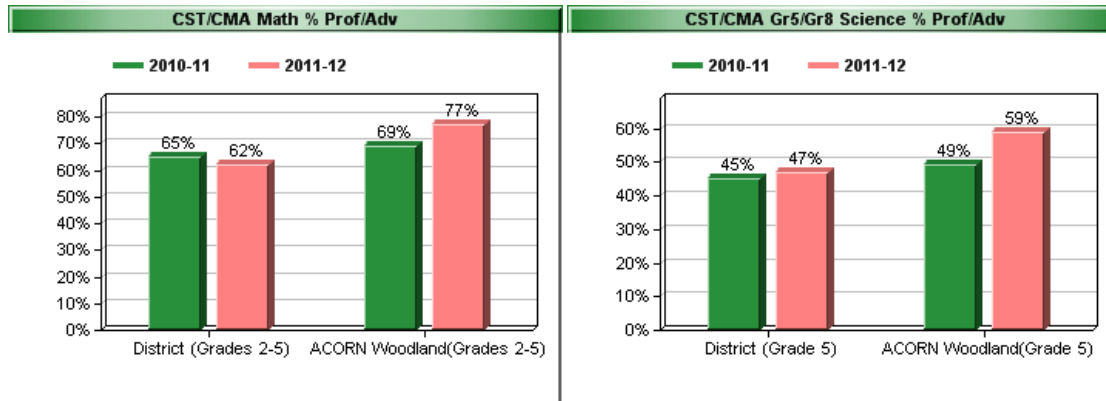


% Growth in CST/CMA Math 2 Year Cohort Growth Report



CST/CMA Math % BB/FBB





School Data

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-
- Math Benchmark 1: 2nd Grade 62%, 3rd Grade 83%, 4th Grade 92%, 5th Grade 75%
- Math Benchmark 2: 2nd Grade 65%, 3rd Grade 76%, 4th Grade 71%, 5th Grade 67%

Data Analysis

- 65% of AWE students demonstrated growth on their 2012 math CST
- Only 11% of AWE students were Below or Far Below Prof. on the 2012 math CST
- 77% of AWE students were Prof/Adv on the 2012 math CST. This is a gain of 8.4% from the previous year and 15% higher than the district average.
- 62% of our African American students were Prof/Adv on the 2012 math CST. 71% of AWE African American Female students were Prof/Adv on the 2012 math CST. This is a 21.4% increase from the previous year (50% 2011).
- AWE saw double digit gains in Science with a 10% gain from the previous year, with 69% of 5th grade students Prof/Adv on the 2012 science CST.

Theory of Action

- AWE provides a well-rounded STEM program for our students, including real student hands-on investigations led by our full time science instructor.
- AWE strive to balance the need to teach a large number of math concepts with the need to give students the time to express and develop their critical thinking in ways that make sense developmentally and disciplinarily.
- AWE sees math as a gate keeper to future success and work to provide a strong conceptual foundation in mathematics to support strong math achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Supporting transition into Common Core standards through strategic assessment use and data analysis.	SRI	All Students	Every Marking Period	Principal	4/24/2013	165SQI1B5959	Teachers will give Scholastic Reading Inventory assessment three times a year.	N/A			0	\$0.00
Supporting transition into Common Core standards through strategic assessment use and data analysis.	SRI	All Students	Every Marking Period	Leadership Team	4/24/2013	165SQI1B5960	Teachers will be given release and PD time to review and analyze student SRI results, and restructure differentiated reading groups.	N/A			0	\$0.00
Supporting transition into Common Core standards through strategic assessment use and data analysis.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/24/2013	165SQI1B5961	Teachers will conduct running record assessment three times a year.	N/A			0	\$0.00
Supporting transition into Common Core standards through strategic assessment use and data analysis.	Other (OCR, etc)	All Students	Every Marking Period		4/24/2013	165SQI1B5962	Teachers will be given release and PD time to review and analyze student running record results, and restructure differentiated reading groups.	N/A			0	\$0.00
Supporting transition into Common Core standards through strategic assessment use and data analysis.	Local assessments (benchmarks, PWA)				4/24/2013	165SQI1B5963	Teachers will conduct Common Core aligned Mars Task assessment three times a year.	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	4/24/2013	165SQI1B2699	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 1st grade students	7400-QEIA		TCSHLT0060	1	\$90,736.16
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	CELDT	English Learners	End of Year	Principal	4/24/2013	165SQI1B5591	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 1st grade	7400-QEIA		TCHBIL0042	0.14	\$12,615.94
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/24/2013	165SQI1B5592	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 5th grade students.	7400-QEIA		TCSHLT0063	1	\$46,665.96
Maintain class sizes,							Reduce class sizes in so that combination					

avoid combination classes and provide students with rigorous common core aligned instruction.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/24/2013	165SQI1B5593	classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 4th grade	7400-QEIA		TCSHLT0071	0.004	\$229.66
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests (CST/STAR, PFT)	All Students	End of Year	Other	4/24/2013	165SQI1B5596	Support and program costs for QEIA Grant	7400-QEIA			0	\$7,918.52
Science Prep teacher will provide weekly lessons in scientific reasoning and procedure.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/4/2013	165SQI1B2546	Science Prep teacher will provide weekly lessons in scientific reasoning and procedure.	N/A			0	\$0.00
Weekly writing in the discipline of Science, supported by classroom teachers and led by Science instructor.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/4/2013	165SQI1B2547	Weekly writing in the discipline of Science	N/A			0	\$0.00
Participation in District Science PD and site based support.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	4/4/2013	165SQI1B2548	Participation in District Science PD	N/A			0	\$0.00
Dedication of site based PD time for the development of Performance-based assessment math tasks.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/4/2013	165SQI1B2549	Planning of site based math PDs	N/A			0	\$0.00
Extended learning program, Tech Girlz, to support and extended learning in Math, Science and technology for our upper grade girls.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	After school program coordinator	4/4/2013	165SQI1B2550	Schedule and enroll students into the TechGirlz program	N/A			0	\$0.00
Provide teachers with differentiated math collaboration time to plan Si Swun math instruction.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/4/2013	165SQI1B2551	Allocate time weekly for teachers to plan Si Swun math instruction	N/A			0	\$0.00
Provide balanced Science and Math instruction to prepare the development of critical thinking skills and problem solving.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/4/2013	165SQI1B2706	Provide high quality rigorous math and science instruction to our low social economic students in a reduced class size setting.	N/A			0	\$0.00
Provide supplies to classrooms to support the integration of science into the curriculum.	Local assessments (benchmarks, PWA)	All Students	Weekly	Clerical staff	4/4/2013	165SQI1B3569	Supplies will be provided to classrooms for science.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Data Analysis

- Over 50% of 5th grade parents attended a middle school options information session this year.
- 98% of all incoming kinder families have attended the AWE new student orientation meeting.

Theory of Action

- It is important that all AWE 5th grade students find a "right fit" for middle school. AWE offers information about middle school options and invites parents to informational workshops.
- Acorn Woodland offers a variety of opportunities for incoming kindergarten families to transition from pre-k to kindergarten. Including school tours, kindergarten open house and new student orientations.
- All incoming kindergarten students are screened/tested for preliteracy skills and English language ability; which help determine the appropriate classroom placement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide new student orientation meetings in the spring to prepare students for upcoming school year.	Attendance	Pre-Kindergarten	End of Year	Principal	4/4/2013	165SQI1C4091	Plan, advertise and facilitate in parent orientation meetings.	N/A			0	\$0.00
All incoming kindergarten students are screened, assessed and placed in the appropriate kindergarten class in the Spring.	Local assessments (benchmarks, PWA)	Pre-Kindergarten	End of Year	Principal	4/4/2013	165SQI1C4092	Students who enter with strong spanish speaking skills will be offered positions in our bilingual kindergarten class.	N/A			0	\$0.00
Middle School options information night	Attendance	All Students	End of Year	Grade level team	4/4/2013	165SQI1C4093	5th grade teachers lead an information workshop for 5th grade parents on Options Process and finding the right Middle School.	N/A			0	\$0.00
Supplies to support the English Language Learners' transitions into English language proficiency.	CELDT	English Learners	End of Year	Principal	4/5/2013	165SQI1C5590	Purchase supplies to support English LanguageLearners' transitions into English language proficiency.	7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$1,989.81
Supplies and learning materials to support English Language Learners.	CELDT	English Learners	Weekly	Principal	4/5/2013	165SQI1C5588	Purchase EL focused materials and supports for our English Language Learners	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$1,897.60
Teacher to insure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/5/2013	165SQI1C5599	Hire 4th grade teacher insure all 4th grade children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards	3010-Title I		TCSHLT0071	0.2	\$11,482.82
Teacher to insure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/5/2013	165SQI1C5600	Hire 4th grade teacher insure all 4th grade children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards	3010-Title I		TCSHLT0170	0.6	\$48,121.60
Supplies to support and insure all Acorn Woodland children have a fair, equal, and significant opportunity to obtain a high-	State tests		End of				Purchase supplies to insure all Acorn Woodland children have a fair, equal, and significant opportunity to obtain a high-quality		4300-			

quality education and reach, at a minimum, proficiency on challenging State academic achievement standards	(CST/STAR, PFT)	All Students	Year	Principal	4/5/2013	165SQI1C5602	education and reach, at a minimum, proficiency on challenging State academic achievement standards	3010-Title I	MATERIALS & SUPPLIES		0	\$1,846.20
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

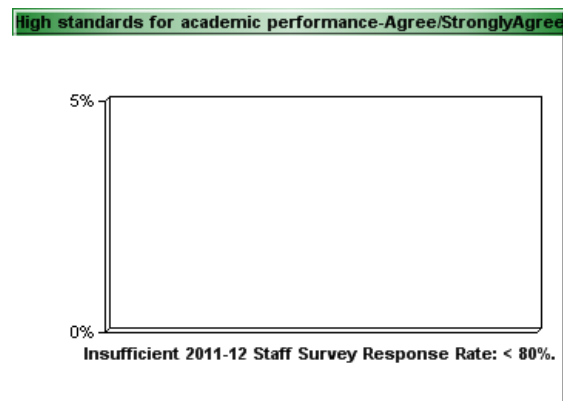
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

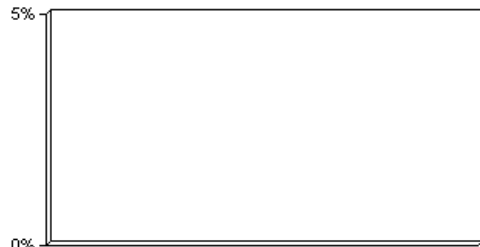
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards



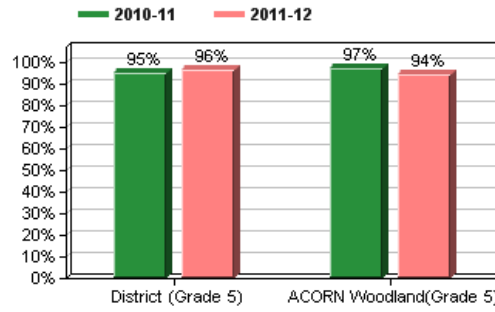
Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Do you plan to go to college after high school? ___% Yes



2010-11 CHKS Survey Response Rate: 85%
2011-12 CHKS Survey Response Rate: 87%

Data Analysis

- AWE had slightly less students state that they were planing on attending college (-3%).

Theory of Action

- Early communication of the importance of academics to expose and encourage our students to begin and remain on the path to college
- Partnering with outside organizations to provide students high leverage opportunities to be prepared for college
- Promote a belief and a sense of pride in their future endeavors through career day, college themed classrooms and University mentors

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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

School Data

- AWE African American: 2012 CST ELA 46% (percent change -36%), AWE African American Males: 2012 ELA 50% (percent change -32%),
- AWE Latino ELA: 2012 63% (percent change 3%), AWE EO ELA: 2012 57% (percent change -23%)

Data Analysis

- 57% of African American students scored proficient or above on their second ELA Benchmark. (63% of African American female) (50% of African American males).
- 51% of English Language Learners scored proficient or above on their second ELA Benchmark. While 68% of RFP students scored proficient or above on their second ELA Benchmark.

Theory of Action

- Effective implementation of Results and Glad strategies to support academic language development.
- Professional Learning Communities focused on supporting the unique needs of our focal students
- A clear and cohesive approach to providing intervention, based on the response to intervention framework

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	4/24/2013	165SQ1E2699	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 1st grade students	7400-QEIA		TCSHLT0060	1	\$90,736.16
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	CELDT	English Learners	End of Year	Principal	4/24/2013	165SQ1E5591	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 1st grade	7400-QEIA		TCHBIL0042	0.14	\$12,615.94
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/24/2013	165SQ1E5592	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 5th grade students.	7400-QEIA		TCSHLT0063	1	\$46,665.96
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/24/2013	165SQ1E5593	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 4th grade	7400-QEIA		TCSHLT0071	0.004	\$229.66
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests (CST/STAR, PFT)	All Students	End of Year	Other	4/24/2013	165SQ1E5596	Support and program costs for QEIA Grant	7400-QEIA			0	\$7,918.52
Bilingual Family Coordinator to support enhanced parent partnerships, provide affective supports for families and students and align resources.	CELDT	English Learners	Weekly	Principal	4/5/2013	165SQ1E2454	Bilingual Family Coordinator to model for parents effective supports for English Language Learner students and strategies to boost confidence and application to studies.	7091-EIA - LEP		CMRAIB0002	1	\$49,440.90
Teacher on Special Assignment to assist teachers in differentiating support for our English language learners.	CELDT	English Learners	End of Year	Principal	4/5/2013	165SQ1E2700	Assesst in implementing Results, SELD and other instructional strategies that target our EL students.	7091-EIA - LEP		C10TSA0023	0.1	\$7,938.64
Hire a consultant to help support teachers and provide English	Local assessments (benchmarks,	All Students	Weekly		4/4/2013	165SQ1E2714	Help implement focused language and literacy support through the	N/A			0	\$0.00

language and literacy support for students.	PWA)						SIPPs program.					
Implement differentiated instruction for GATE students.	Discipline/CSC	GATE	Weekly		5/6/2013	165SQ11E4740	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

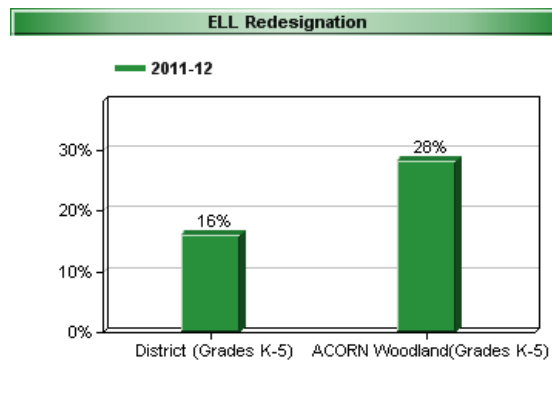
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

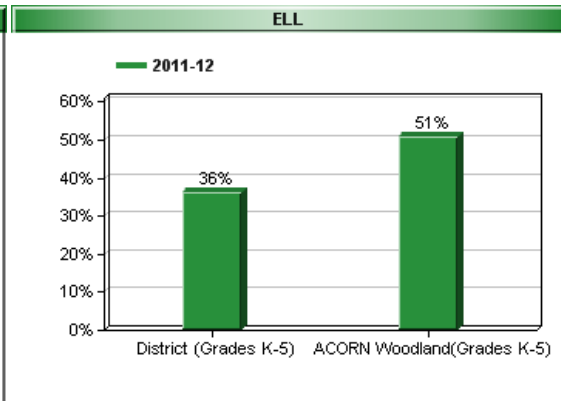
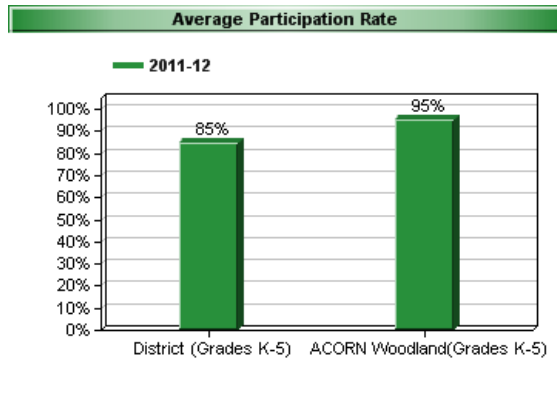
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

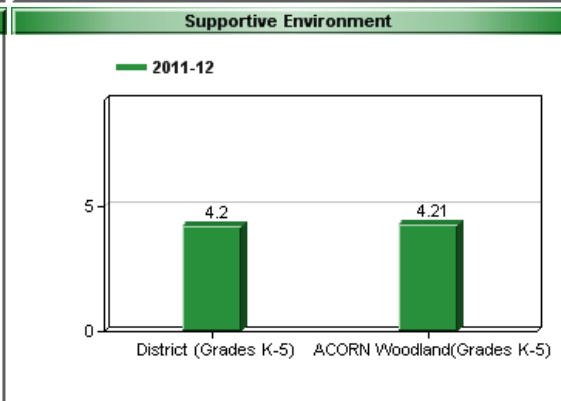
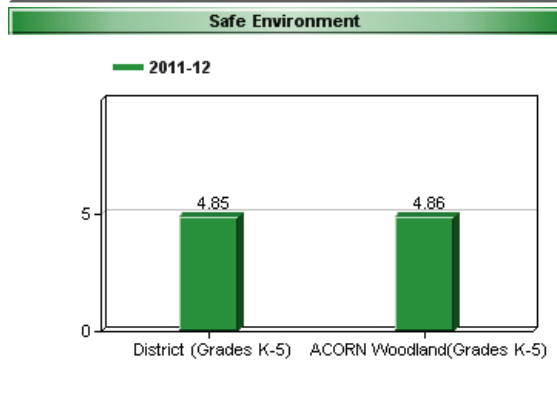
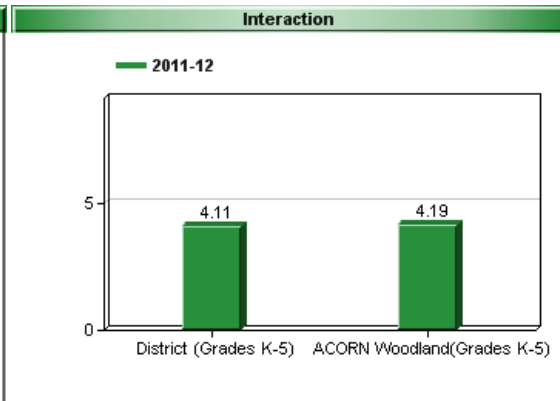
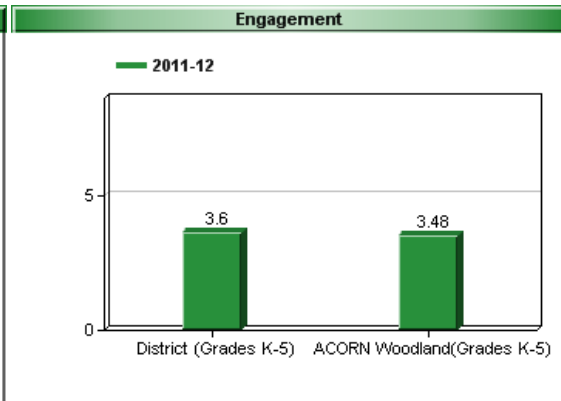
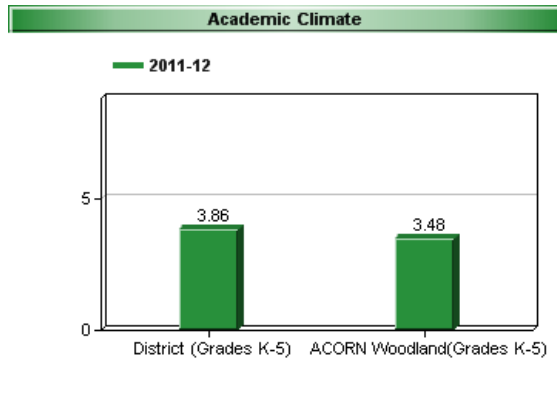
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

- 150 AWE students attend the Acorn Woodland After School Extended Learning Program

Data Analysis

- Approximately 95% of AWE student have participated in our Extended Learning Program.
- AWE currently has over 150 student enrolled in our after school program
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Theory of Action

- To align school culture standards and expectations of the AWE community so that the transition between day school and after school does not readily affect students.
- To accommodate the needs of students and parents by giving them class and schedule choices encouraging them to take advantage of ELP activities and curriculum.
- To support Academic instruction during regular school hours as well as provide additional enrichment opportunities so that students may get a full spectrum of positive educational experiences, resulting in the students desire to attend school more.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Coordinate three ELP Showcases to highlight the work students have done in the after school program.	Attendance	All Students	Every Marking Period	After school program coordinator	4/4/2013	165SQ11F4106	Coordinate three ELP Showcases to highlight the work students have done in the after school program.	N/A			0	\$0.00
Strategic focused academic support for 5th grade students.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	After school program coordinator	4/4/2013	165SQ11F4107	Support academic intervention by providing after school Achieve 3000 and standards focused intervention classes to increase the number of students at below and far below basic; moving students from basic into proficiency	N/A			0	\$0.00
5th grade science intervention class and 4th grade standards refresher course.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/4/2013	165SQ11F4108	Provide an after school science enrichment course to help increasing school wide science CST proficiency by at least 10%	N/A			0	\$0.00
Technology focused class for girls.	Local assessments (benchmarks, PWA)	All Students	Weekly	After school program coordinator	4/4/2013	165SQ11F4109	Establish a partnership with TechGirls to provide opportunities for students to increase their skills and confidence in the use of technology.	N/A			0	\$0.00
Promote healthy physical activity	Health data	All Students	End of Year		4/4/2013	165SQ11F4110	Soccer class and team to provide opportunities for students to participate in healthy physical activity	N/A			0	\$0.00
Encourage empathy and respect amongst AWE students.	Survey data (CHKS, etc.)	All Students	End of Year		4/4/2013	165SQ11F4111	Provide a drumming course so interested students will learn to respect one another and work together through a shared cultural experience.	N/A			0	\$0.00
Encourage student leadership and ownership of Acorn Woodland Elementary	Survey data (CHKS, etc.)	All Students	End of Year		4/4/2013	165SQ11F4112	Provide a Leadership class where students will identify a strength/interest, provide opportunity for students to become leaders in our school community.	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Reduce physical altercations and incidents of bullying.

- Strategy 1.1: Teach school-wide conflict resolution strategies to all students and train student leaders to help students solve conflicts during recess.
- Strategy 1.2: Use COST and SST to provide individualized goals and supports to high-need students with support of families.

Goal 2: Increase student engagement and school pride to reduce incidents of bullying.

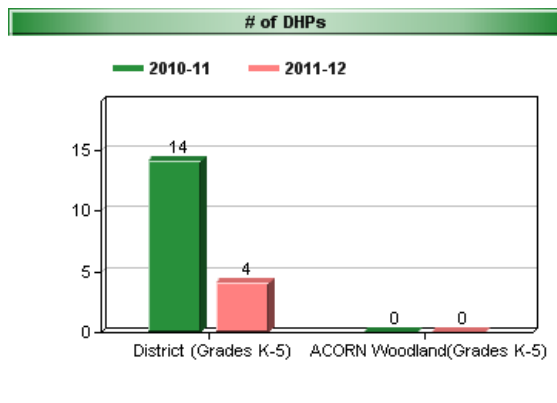
- Strategy 2.1: Use our Buddy Reading program to build caring relationships and student to student mentoring.
- Strategy 2.2: Teach student leadership through our student leadership classes during our after school program.

School Quality Standards relevant to this Strategic Priority

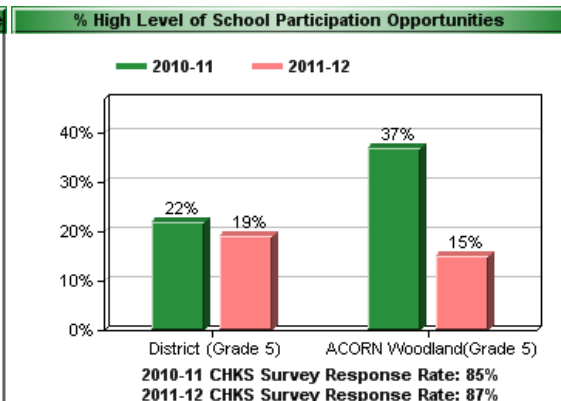
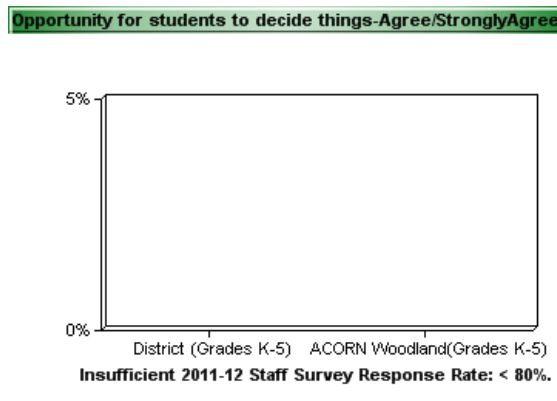
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

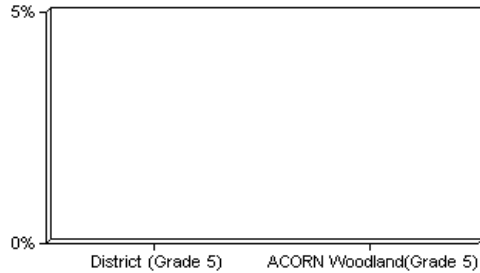


Survey - Engagement



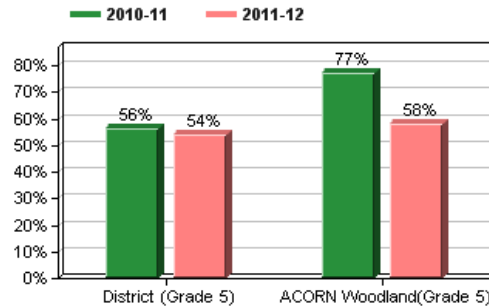
Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

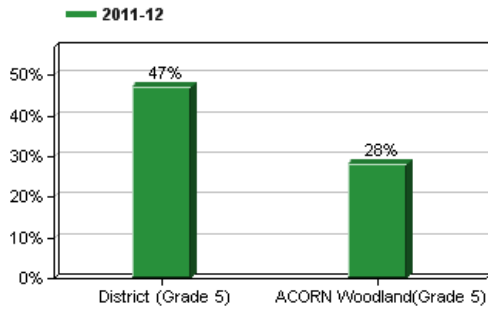
% High Level of Caring Relationships with Adults at School



2010-11 CHKS Survey Response Rate: 85%
2011-12 CHKS Survey Response Rate: 87%

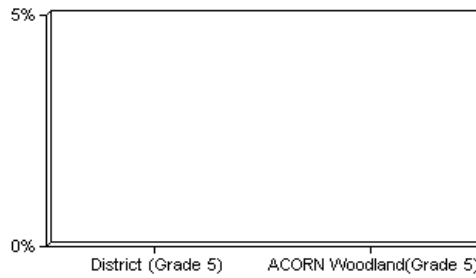
Survey - Safety

% Hit or pushed by other kids at school



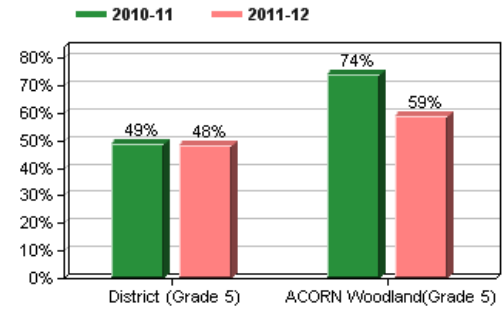
2011-12 CHKS Survey Response Rate: 87%

This school is a safe place for students.%Agree/Strongly Agree



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

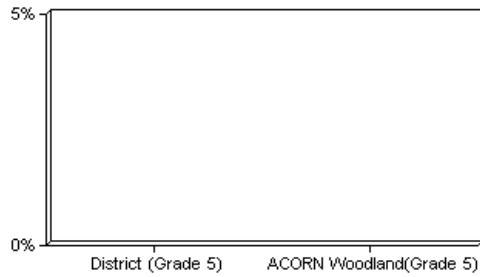
% feeling safe at school all of the time



2010-11 CHKS Survey Response Rate: 85%
2011-12 CHKS Survey Response Rate: 87%

Survey - Welcoming

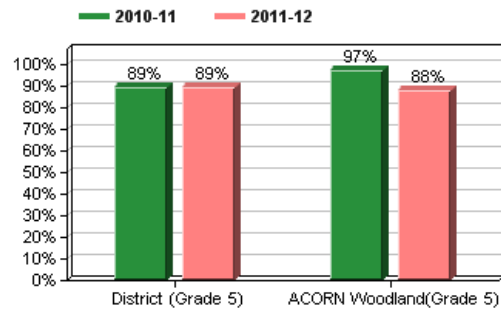
School is a supportive and inviting place. Agree/Strongly Agree



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Survey- Beliefs

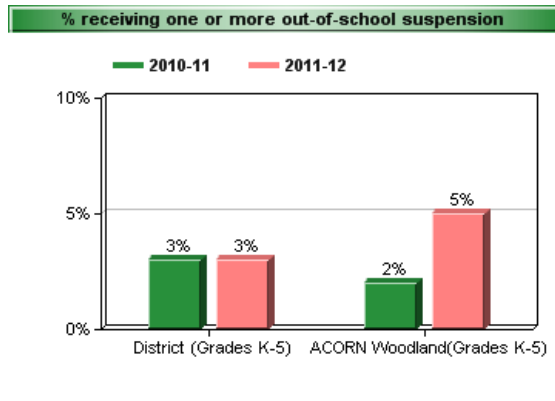
Most/All the time teachers believe you can do a good job.



2010-11 CHKS Survey Response Rate: 85%

2011-12 CHKS Survey Response Rate: 87%

Suspensions



Data Analysis

- Only 15% of AWE 5th grade students reported they have had significant opportunities for participation in school activities or events. This is 17% drop from the previous year.
- Acorn Woodland has a low suspension rate. 5% of AWE students received more than one suspension during the 2011-12 school year.
- No Acorn Woodland students received DHPs.
- Significantly more students feel safer at AWE versus outside of our gates

Theory of Action

- Clear consistent behavior systems will promote student success and contributes to low suspension rates.
- Two week school culture rotations, taught in the beginning and middle of the year to align and communicate school wide behavior expectations.
- Implement positive reinforcement systems to motivate students and instill AWE Core Values
- Yearly school wide school culture events; which provide students with the opportunities to engage with the greater community.
- Designated committee that plans all school culture events, monitors student behavior data and provides timely professional development.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Development of School Culture Team	Survey data (CHKS, etc.)	All Students	Every Other Week	Other	4/24/2013	165SQI2A5968	School Culture Team to meet bi-weekly to discuss issues of school culture and lead teacher PD.	N/A			0	\$0.00
Development of School Culture Team	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/24/2013	165SQI2A5970	Monthly School Culture PD to improve, train and align teachers on AWE cultural ways.	N/A			0	\$0.00
Development of School Culture Team	Survey data (CHKS, etc.)	All Students	Every Semester	Grade level team	4/24/2013	165SQI2A5971	School Culture rotations twice a year, where all teachers teach school culture lessons to all AWE students.	N/A			0	\$0.00
Our Family Coalition partnership	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/24/2013	165SQI2A5972	Sustain partnership with Our Family Coalition to support education of diverse family structures and issues of bullying.	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

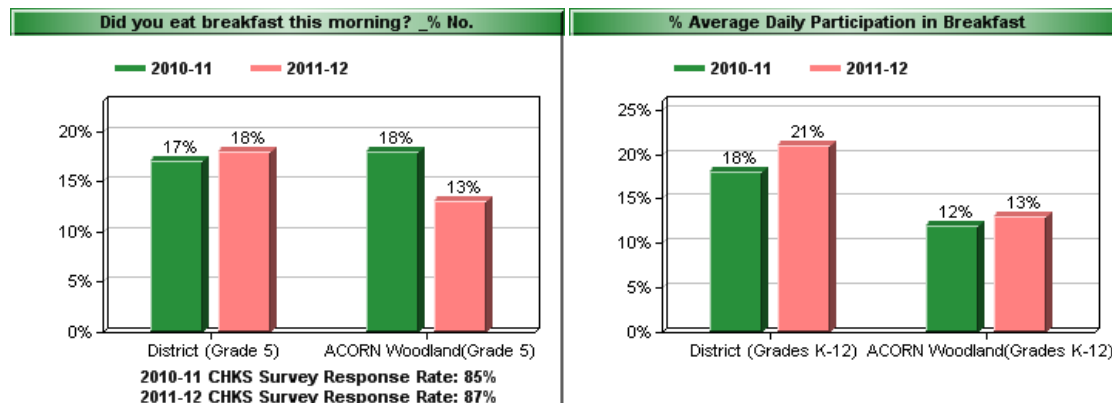
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

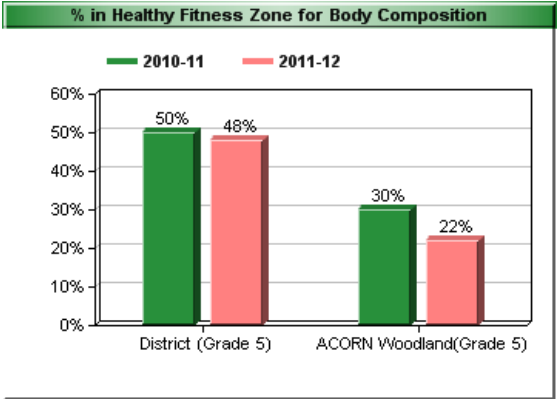
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

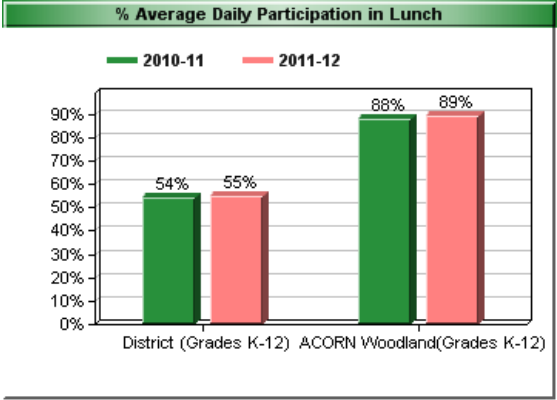
Breakfast



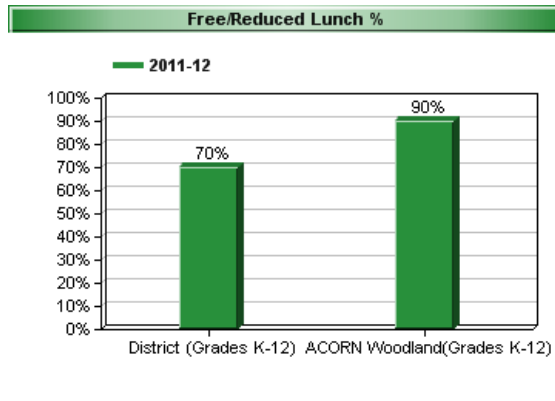
Fitness



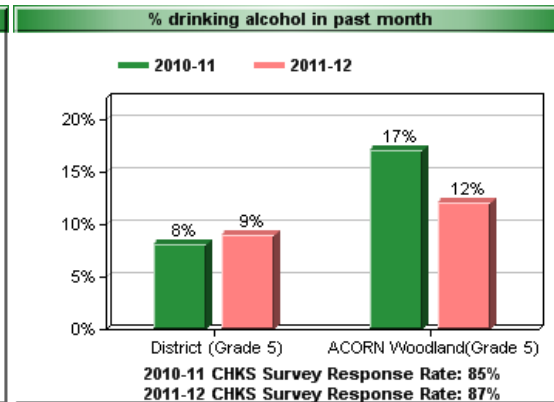
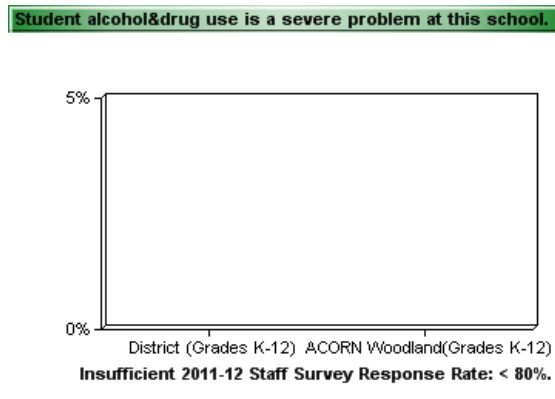
Lunch



Socio Economics



Survey - Drugs / Alcohol



Data Analysis

- Over 85% of Acorn Woodland 5th grade students responded to the Health Kids Survey
- 13% of Acorn Woodland 5th grade students reported that they did not eat breakfast the day of the survey.
- On average, only 13% of Acorn Woodland students eat school breakfast daily. This is 8% below the district daily average.
- Only 22% of AWE 5th grade students were within the healthy fitness zone for body composition.
- A staggering 12% of Acorn Woodland students reported that they drank alcohol in the past month. (Though it has been reported that this is partially due to the consumption of wine during religious ceremonies.)

Theory of Action

- In order to provide our students with a high quality education we must address students' emotional, mental, and physical health issues that we needed to address immediately in order to allow our students to grow socially and academically.

- We are responsible to address the system of oppression and lost opportunities our society has created in our community. Parenting classes, mental and physical health outreach, and other services are part of building a safe and successful community.
- Providing healthy meals and snacks, along with providing access to healthy nutrition and lifestyle education is a vital part of build success for our community. We strive to become one of the most important institutions in our community.
- Providing families with healthy food options, nutrition classes and group exercise classes.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Promote health and wellness through exercise.	Health data	All Students	Weekly	Principal	4/4/2013	165SQI2B2830	Provide families with opportunities to exercise on campus through weekly Zumba exercise classes for Acorn Woodland Families to promote healthy lifestyle.	N/A			0	\$0.00
Encourage healthy family nutrition and healthy eating habits	Health data	All Students	End of Year	Community Partner	4/24/2013	165SQI2B4123	Partner with Alameda County to provide parents with nutrition courses through Champions for Change.	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

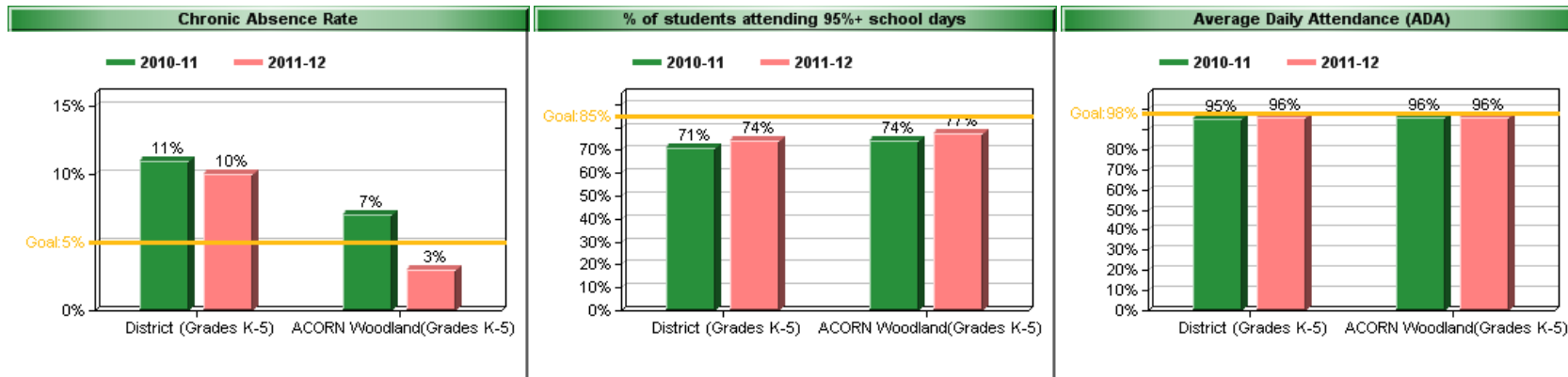
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future



Data Analysis

- AWE has seen a spike in chronic absences this year. 11% of AWE students are currently labeled as chronically absent.
- Lowest rates of chronic absence in 4th and 5th grades.
- Only 3% of AWE students were chronically absent during the 2011-12 school year. One of the lowest chronic absence rates in the district.

Theory of Action

- Focus on outreach and education of K-1 parents where chronic absence rates are high in order to set a pattern for the rest of students' elementary years.
- Engaging and providing families with chronic absence education.
- Engaging and providing teachers with chronic absence education/ PD
- Recognize attendance like we recognize academic achievement
- Full time/partial time attendance clerk monitor chronic absence data

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Development of a COST team that meets bi-weekly	Discipline/CSC	All Students	Weekly	Principal	4/4/2013	165SQI2C330	Membership includes counseling partner EBAC.	N/A			0	\$0.00
Development of a COST team that meets bi-weekly	Discipline/CSC	All Students	Weekly	Principal	4/4/2013	165SQI2C1501	Support from Counseling partner rep.	N/A			0	\$0.00
Development of a COST team that meets bi-weekly	Discipline/CSC	All Students	Weekly	Principal	4/4/2013	165SQI2C1503	COST Coordinator/ TSA	N/A			0	\$0.00
SART Meetings	Attendance	All Students	Monthly	Attendance Team	4/4/2013	165SQI2C329	Send letters of concerns for parents of students at risk of chronic absence and hold meeting to discuss truancy.	N/A			0	\$0.00
Management and monitoring of student attendance.	Attendance	All Students	Weekly	Clerical staff	4/4/2013	165SQI2C328	Accurate attendance accounting and daily phone calls to families from attendance clerk.	N/A			0	\$0.00
Teachers working to curb chronic absences	Attendance	All Students	Every Marking Period	Grade level team	4/4/2013	165SQI2C327	Use some PD time to allow teachers to call the homes of Chronically absent students.	N/A			0	\$0.00
Welcoming school culture	Attendance	All Students	Weekly	Other	4/4/2013	165SQI2C326	Provide a welcoming school with meaningful instruction and attention to every child and family.	N/A			0	\$0.00
Providing consultancy to support truant families.	Attendance	FBB, BB and BAS	Weekly	Attendance Team	4/4/2013	165SQI2C325	Implement SST and SART meetings in a timely Manner	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

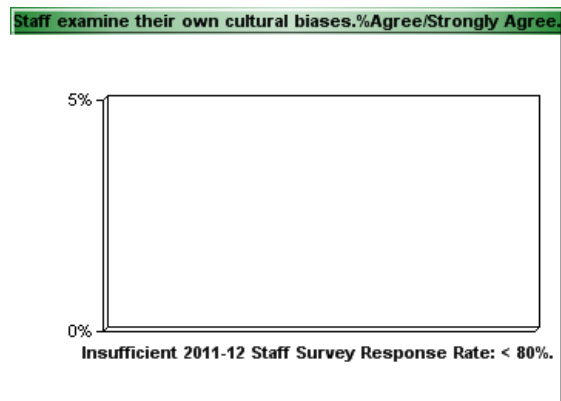
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning



School Data

- We have 5 new teachers, 3 of whom are being coached by AWE veteran teachers through the BTSA program.
- All input PDs and PLC meetings this year have been led by Instructional Lead Team Members

Data Analysis

- Teachers request for more PLC time follow up on consultancies and help implement common core aligned practices.
- Lead facilitate PD that support Balanced Literacy development, common core Math practices and integration of Science and complex non-fiction reading.

Theory of Action

- We believe it is important for teachers to have time to meet in professional learning communities that are focused on student learning and high impact instructional practices.
- We believe it is critical for all staff members to understand how to analyze multiple kinds of student learning data, and develop action plans to move student learning further.
- We believe allowing teacher leaders to step up and develop high level professional development that are focused on our school goals is effective in both moving teacher practices and promoting teacher leadership.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Release teachers to observe classrooms and to support the implementation of professional learning communities.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/4/2013	165SQI3A2709	The teachers are provided with sub release time to develop their practice by observing and being observed.	N/A			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

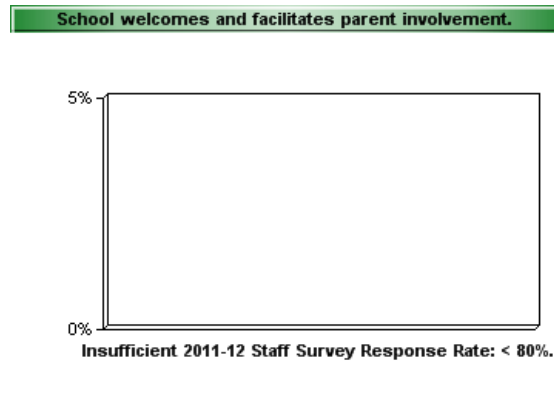
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

Survey - Welcoming



School Data

- AWE currently has 26 committed parent leaders
- 10 AWE parents rotate as salad bar managers

Data Analysis

- We currently have more parent volunteers who consistently support the school.
- Our Friday Assemblies attract a large number of parents to the school weekly
- On average 15-20 parents participate in our daily Zumba class and our weekly adult computer class.

Theory of Action

- We believe parents are the first and most important teachers in their children's life and we are committed to supporting their development in this role.
- In order to support our families we need the support of excellent, dedicated community partners.
- It is important to encourage AWE families to become active participants in school events that promote parenting and child-rearing skills, developing an understanding of child development and setting home conditions that support their children.
- We believe it is important to provide formal and informal channels for parents and teachers to engage in two-way communication.
- Parent volunteers are critical to the functioning of our school and the quality and amount of time parents dedicate to supporting AWE students and school programs helps Acorn Woodland maintain a healthy productive culture of high expectations.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Supplies and learning materials to support English Language Learners.	CELDT	English Learners	Weekly	Principal	4/5/2013	165SQI4A5588	Purchase EL focused materials and supports for our English Language Learners	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$1,897.60
Teacher to insure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/5/2013	165SQI4A5599	Hire 4th grade teacher insure all 4th grade children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards	3010-Title I		TCSHLT0071	0.2	\$11,482.82
Teacher to insure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/5/2013	165SQI4A5600	Hire 4th grade teacher insure all 4th grade children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards	3010-Title I		TCSHLT0170	0.6	\$48,121.60
Supplies to support and insure all Acorn Woodland children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/5/2013	165SQI4A5602	Purchase supplies to insure all Acorn Woodland children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards	3010-Title I	4300-MATERIALS & SUPPLIES		0	\$1,846.20
Encourage healthy family nutrition and healthy eating habits	Health data	All Students	End of Year	Community Partner	4/24/2013	165SQI4A4123	Partner with Alameda County to provide parents with nutrition courses through Champions for Change.	N/A			0	\$0.00
Rehire family and community coordinator to help provide our parents and community members with workshops and leadership opportunities.	Attendance	All Students	End of Year	Other	4/4/2013	165SQI4A2719	Provide families and community members with leadership opportunities to support their students academic success.	N/A			0	\$0.00
Provide food and drinks for family meetings such as SSC, ELAC and morning coffee chats.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	165SQI4A2724	Food and drinks will be provided for parent meetings.	9901-Title I - Parent Participation			0	\$1,459.45
Encourage healthy							We provide a daily					

habits for AWE families.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/4/2013	165SQI4A4122	Zumba class to help AWE parents remain active and healthy	N/A			0	\$0.00
Encourage healthy habits for AWE families.					4/4/2013	165SQI4A5493		N/A			0	\$0.00
Recruit parents to support health and fitness.	Health data	All Students	End of Year	Principal	4/4/2013	165SQI4A4125	Parent volunteer system to help support school fresh fruit program and snack bar.	N/A			0	\$0.00
Hold Back to School Night	Attendance	All Students	End of Year	Grade level team	4/4/2013	165SQI4A4126	Back to school night to provide parents with information about the AWE program	N/A			0	\$0.00
Monthly parent leadership training	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/4/2013	165SQI4A4127	Monthly Parent Leader meetings to train AWE parents on how to best serve their children and the AWE community.	N/A			0	\$0.00
Family/school communication	Survey data (CHKS, etc.)	All Students	Weekly	Clerical staff	4/4/2013	165SQI4A4128	Homework/family communication folders that are sent home weekly	N/A			0	\$0.00
School/family communication	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/4/2013	165SQI4A4129	Monthly AWE calendar and family newsletter.	N/A			0	\$0.00
Workshops for parents	Attendance	All Students	Monthly	Principal	4/4/2013	165SQI4A4130	Teacher led Academic Parent workshops (fluency workshop and cst prep workshops for families) provided through out the year.	N/A			0	\$0.00
Workshops for parents	Attendance	All Students	Every Semester	Community Partner	4/4/2013	165SQI4A4131	Parenting and diversity training provided by Our Family Coalition.	N/A			0	\$0.00
Monthly School Site Council Meeting	Attendance	All Students	Monthly	Principal	4/4/2013	165SQI4A4132	Monthly SSC meeting to discuss and vote on decisions to improve the AWE learning experience.	N/A			0	\$0.00
Monthly ELAC meetings	Attendance	English Learners	Monthly	Principal	4/4/2013	165SQI4A4133	Monthly ELAC meetings to make discuss and decide on improvement initiatives that effect our EL students.	N/A			0	\$0.00
Encourage parent volunteers	Attendance	All Students	End of Year	Other	4/4/2013	165SQI4A4134	Annual Parent leader and parent volunteer celebration.	N/A			0	\$0.00
Supporting and encouraging healthy eating and lifestyles for al AWE families.	Health data	All Students	Weekly	Principal	4/24/2013	165SQI4A5964	Weekly farmers market to provide community with affordable fresh produce.	N/A			0	\$0.00
Supporting and encouraging healthy eating and lifestyles for al AWE families.	Health data	All Students	Monthly	Principal	4/24/2013	165SQI4A5965	Partnership with Community for a Better Environment to organize and engage families in the fight to improve local air and water quality.	N/A			0	\$0.00
							Partnership with Acta					

Supporting and encouraging healthy eating and lifestyles for all AWE families.	Health data	All Students	Monthly	Principal	4/24/2013	165SQI4A5966	Non Verba Urban Garden to help train AWE families on how to grow fresh produce in urban environments.	N/A			0	\$0.00
Supporting and encouraging healthy eating and lifestyles for all AWE families.	Health data	All Students	Monthly		4/24/2013	165SQI4A5967	Nutrition class to educate AWE families on developing healthier eating and cooking habits.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: ACORN Woodland Elementary

Principal: LEROY GAINES

From OUSD Strategic Plan:

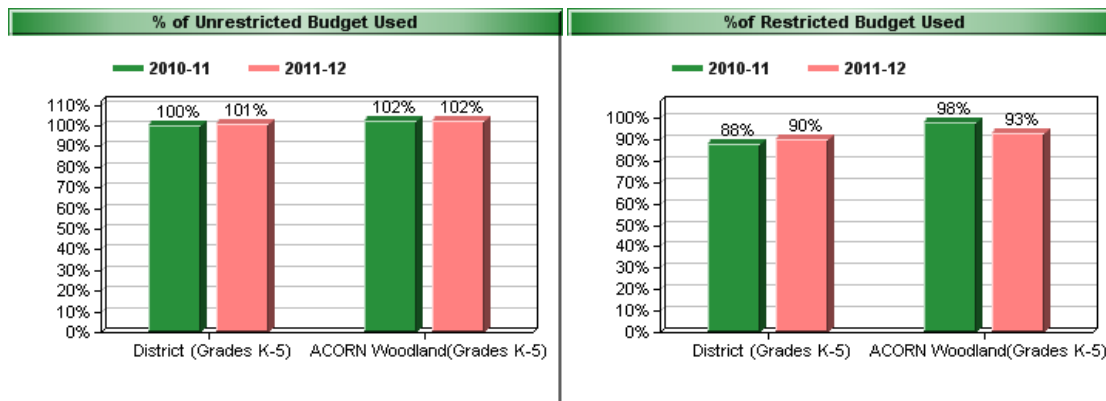
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority

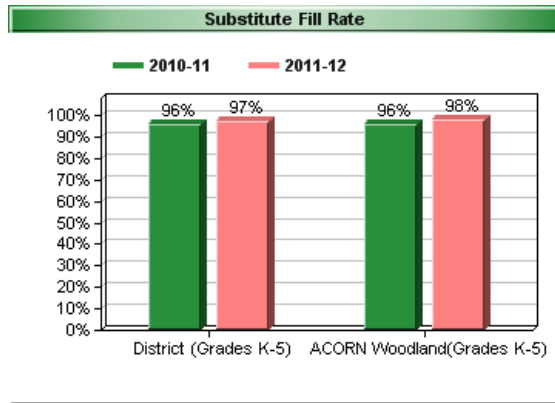
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

Budget



Sub Fill Rate



Data Analysis

- AWE went 2% over our allocated unrestricted budget.
- AWE spent 7% under our allocated restricted budget

Theory of Action

- At AWE, we believe that leadership of learning and student achievement is best accomplished when decision-making is shared.
- Over the last several years, we have developed a model of shared leadership, where the Principal, teachers, staff, parents, and community members.




Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Monthly SSC meetings to monitor implementation of current plan, student achievement, and prepare future plans.	Attendance	All Students	Monthly	Principal	4/4/2013	165SQI5A4094	Monthly SSC meetings to monitor implementation of current plan, student achievement, and prepare future plans.	N/A			0	\$0.00
Meeting every two weeks with PLC Leadership Team to monitor and adjust instructional professional development plans.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/4/2013	165SQI5A4096	Meeting every two weeks with PLC Leadership Team to monitor and adjust instructional professional development plans.	N/A			0	\$0.00
Monthly PLC meetings with Upper and Lower grade teams to monitor and modify instructional practices.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/4/2013	165SQI5A4097	Monthly PLC meetings with Upper and Lower grade teams to monitor and modify instructional practices.	N/A			0	\$0.00
Two weeks per year of minimum days to allow for Screening and formative assessment data collection (e.g Core Phonics Survey, DIBELS) to be used for school-wide Leveled RT Instruction	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/4/2013	165SQI5A4098	Two weeks per year of minimum days to allow for Screening and formative assessment data collection (e.g Core Phonics Survey, DIBELS) to be used for school-wide Leveled RT Instruction	N/A			0	\$0.00
End of Year Academic Exposition Event with families / community members to share current student academic investigations and presentations.	Attendance	All Students	End of Year	Principal	4/4/2013	165SQI5A4099	End of Year Academic Exposition Event with families / community members to share current student academic investigations and presentations.	N/A			0	\$0.00
Teacher Report Card Conferences (Goal=100% Parent attendance) to review student academic progress and set student academic goals.	Grades/GPA	All Students	Every Semester	Principal	4/4/2013	165SQI5A4100	Teacher Report Card Conferences (Goal=100% Parent attendance) to review student academic progress and set student academic goals.	N/A			0	\$0.00
Development and coordination of weekly meetings with COST Team to monitor and adjust intervention / mental health / family health programs.	Attendance	FBB, BB and BAS	Monthly	Other	4/4/2013	165SQI5A4101	Development and coordination of weekly meetings with COST Team to monitor and adjust intervention / mental health / family health programs.	N/A			0	\$0.00
SART meetings led by Principal and Attendance Clerk to prevent and interrupt chronic absenteeism.	Attendance	All Students	Every Marking Period	Attendance Team	4/4/2013	165SQI5A4102	SART meetings led by Principal and Attendance Clerk to prevent and interrupt chronic absenteeism.	N/A			0	\$0.00
Monthly meeting with Attendance Clerk to review current attendance data and trends.	Local assessments (benchmarks, PWA)	All Students	Monthly	Attendance Team	4/4/2013	165SQI5A4103	Monthly meeting with Attendance Clerk to review current attendance data and trends.	N/A			0	\$0.00
Daily meetings with							Daily meetings with					



Administrative Assistant to monitor and adjust operational plans.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/4/2013	165SQI5A4104	Administrative Assistant to monitor and adjust operational plans.	N/A			0	\$0.00
Biweekly meeting with the School Culture Team to monitor and adjust school culture action plan, schedule events and review student behavioral data.					5/3/2012	165SQI5A4105	Biweekly meeting with the School Culture Team to monitor and adjust school culture action plan, schedule events and review student behavioral data.	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$49,621.67	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$59,277.14	
 Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$158,370.50	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$267,269.31	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$61,450.62	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,459.45	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$62,910.07	

Appendices

- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Acorn Woodland Elementary
Site Number: 165

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on *April 25, 2013*
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on *January 17, 2013, February 28, 2013, April 25, 2013*
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature



ELAC Chairperson's Signature



Principal Signature



Executive Officer's Signature



Director, State & Federal Compliance Signature

Yolanda Garcia
SSC Chairperson's Name (printed)

Gloria Suarez
ELAC Chairperson's Name (printed)

Leroy Gaines
Principal's Name (printed)

Kimi Kean
Executive Officer's Name (printed)

Susana Ramirez
Director, State & Federal's Name (printed)

5-02-13
Date

5-02-13
Date

5-2-13
Date

5-15-13
Date

6/5/13
Date



School Site Council
Thursday April 25, 2013
Time: 4:30-5:30pm

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	PHONE & EMAIL <i>Telefono & email</i>	ROLE <i>Papel</i>
Leroy Gaines Principal			<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input checked="" type="checkbox"/> Principal
Nick Hartfield Teacher			<input type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal
Kim Sharrar Teacher			<input type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal
Rebeca Del La Torre Teacher			<input type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal
Lisette Averhoff Alternate Teacher			<input type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal
Esperanza Aguilar-Reese Staff			<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Staff <input type="checkbox"/> Principal
Olga Torres (Alternate Staff)			<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Staff <input type="checkbox"/> Principal
Ms. Yolanda Garcia President SSC			<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal
Vice President Carla Del Toro			<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal
Tony Cendejas Member			<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal
Araceli Ortega (Alternate Member)			<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal
Maria Garcia Member			<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal
Claudia Reyes Member			<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Principal

Title I School Parental Involvement Policy 2013 - 2014

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)
- 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 ELAC 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 and ELAC meetings, but also conduct two teacher led parent/teacher conferences.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. We provide parents with numerous opportunities to participate in decision making processes through regular SSC team meetings and our Parent Leader Program.

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California’s academic content standards
 - 2) The State of California’s student academic achievement standards
 - 3) The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child’s progress

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement. *We provide parents with regular workshops to help educate and train our parents to work with their children.*

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

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

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

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

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Regular SSC meetings with Title 1 parents.

Adoption

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

This policy was adopted by the Acorn Woodland Elementary School School Site Council on 3/25/13 and will be in effect for the 2013-14 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)

(Date)



School – Family Compact

ACORN Woodland Elementary and the parents of the students agree that this compact outlines how the families, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards and National Common Core Standards.

This School-Parent Compact is in effect during the 2013-2014 school year.

School Responsibilities - ACORN Woodland Elementary will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

- Implement a Common Core aligned Balanced Literacy approach to reading/language arts and leveled reading to meet students needs and develop proficiency
- Implement a Common Core aligned approach to Math using both Si Swun lesson design and more constructivist mathematics approaches to math instruction K-5th grade.
- Provide data-driven, Common Core-aligned small group interventions for students in FBB-BB during the school day in Language Arts and Basic during the AWESome Extended Learning Program.

2) Hold Family-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. In addition, teachers will conduct Home Visits to build a strong academic partnership with each family in August-September of the school year.

Family Conferences – December
Family Conferences - March

3) Provide families with frequent reports on their children's progress.

Families receive Report Card Progress 3 times per year.

Families receive updates on Benchmark Assessments in Math and Language Arts each 6-8 weeks

4) Provide families reasonable access to staff.

Teachers are available for conferences before school and after-school. Translation support is available by Bilingual Office staff and Family Coordinator

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

AWE asks all families to contribute 1 hours of volunteer service each month at the school by working in classrooms, attending leadership meetings, attending classes, or helping organize our



book give-away or other service. Visitors are welcome to classrooms and are asked to sign-in at the office before visiting.

Family Responsibilities –

We, as families will support our children’s learning in the following ways:

- Commit to working together with the teacher and school to support every child’s success
- Ensure that child meets attendance goal of 98% on time and 98% in school
- Make sure homework and home reading are completed daily
- Limiting amount of television/video game time to a maximum of 1 hour daily
- Be an active member of the family community – join at least one family leadership group (School Site Council, English Learners Advisory Board, Parent Leadership Classes) or attend family classes at AWE (Computer/Technology Class, Nutrition Class)
- Volunteer at AWE at least 1 hours each month (work in classrooms, chaperone field trips, volunteer in office/cafeteria/yard)
- Bring any questions, concerns or great ideas right away to our teacher or staff.

Student Responsibilities –

We, as students, will share the responsibility to improve out academic achievement and achieve the State of California’s academic standards. We will:

- Do my homework and home reading every day
- Set goals – including working toward college as a goal
- Demonstrate the AWE Core Values (Perseverance, Communication, Compassion, Dignity, Reflection, Leadership, Scholarship, Integrity, Inquiry) in my daily behavior
- Ask for help when I need it

Student

Teacher

Parent/Guardian