

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 25, 2014

To: Board of Education

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

Re: 2014 - 2015 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2014-2015 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 quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated 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

- Quality Education Improvement Act (QEIA)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2014-2015 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: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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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 290 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, 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 Common Core State Standards to guide instruction. AWE Balanced Literacy approach integrates Teacher's College Reader's and Writer's Workshop with RALI English Learner strategies to support the unique language needs of the school's student body.

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 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 students' transition into English. In Mathematics, we use a blended approach, which incorporates mastery of operational mathematics skills and higher order, constructivist mathematical 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

School Quality Improvement System (SQIS)

As a result of OUSD's CORE Waiver from the requirements of the federal "No Child Left Behind" program, OUSD schools are accountable now to our School Quality Improvement System. That system requires the following reporting in the CSSSP:

1. Progress each year toward the CA State Annual Measurable Objectives (AMOs);
2. Progress each year toward the School Quality Improvement Goals (not set until 2014-15);
3. Student group and Content Area targeted for improvement each year;
4. Improvement Goals set for the Targeted Student Group/Content Area (#3 above); and
5. Improvement Strategies to accelerate the performance of the Targeted Student Group/Content Area (#3 above)

See the following for this reporting.

CA State Annual Measurable Objectives (AMOs) and the School Quality Improvement Goal

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet the year's API growth?	Yes	Yes
Did the school meet the year's Achievement Targets?	see following	see following

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	64.8%	Yes	57.6%	No
	Black or African American	50%	--	53.3%	--
	Hispanic or Latino	65.4%	Yes	57%	No
	Socioeconomic Disadvantaged	59.5%	No	57.9%	No
	English Learner	65%	Yes	57.1%	No
	Students with Disabilities		--	16.7%	--
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	77.9%	Yes	61.2%	No
	Black or African American	66.7%	--	40%	--
	Hispanic or Latino	78.7%	Yes	62.7%	No
	Socioeconomic Disadvantaged	72.6%	Yes	61.6%	No
	English Learner	78.9%	Yes	63.6%	No
	Students with Disabilities		--	22.2%	--

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet that year's graduation rate target? (if a High School)	NA	NA
Did the school meet its School Quality Improvement Goal? (Not set until 2014-15)	NA	NA

OUSD School Balanced Scorecard

- [02 - ACORN Woodland - School Balanced Scorecard - 2012-13.pdf](#)

- [Guide to the School Balanced Scorecard](#)

SQIS Target Student Group and Content Area

Based on analysis of the SQIS Data and the School Balanced Scorecard, we will target the following Student Group and Content Area for improved achievement in the 2014-15 school year:

Student Group: English Learner

Content Area: ELA

School Quality Review (SQR)

As a result of OUSD's adoption of a new Strategic Plan in 2011, OUSD schools are accountable for quality through OUSD's School Quality Review process. In that process, each OUSD school is reviewed every few years for its development toward the quality defined in OUSD's School Quality Standards. The SQR process requires the following reporting in the CSSSP:

1. The school's individual School Quality Standard ratings are reported (see following and in each of the CSSSP sections).
2. The school reports on the Improvement Priorities it identified as a result of the SQR and the Improvement Strategies it is implementing according to each priority (see following).

NOTE: SCHOOL QUALITY REVIEW INFORMATION IS REPORTED IF A SCHOOL HAS RECEIVED AN SQR BY FALL 2013.

SQR Summary Report

- [2012-2013 Summary Report](#)

SQR Improvement Priorities

SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities)	SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.)
College-going Culture & Resources	<input type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input checked="" type="checkbox"/> 1D <input type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Coordinated & Integrated System of Academic Learning Support Services	<input checked="" type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Identifies At-Risk Students & Intervenes	<input checked="" type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Family Engagement on Academic Expectations and Opportunities	<input checked="" type="checkbox"/> 1A <input checked="" type="checkbox"/> 1B <input checked="" type="checkbox"/> 1C <input type="checkbox"/> 1D <input type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input checked="" type="checkbox"/> 4A <input type="checkbox"/> 5A
Partners with Students and Families in Decision Making	<input type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input checked="" type="checkbox"/> 4A <input checked="" type="checkbox"/> 5A

Other School Accountability/Improvement Plans (optional)

OUSD schools are accountable for quality through a variety of district and external programs and supports that require them to develop a school-wide accountability/improvement plan. OUSD schools are **encouraged** to incorporate these plans into the CSSSP in the following way:

1. Upload their School Accountability/Improvement Plan, **if it is current to this school year** (see following link).

When this plan includes comprehensive, school-wide data reporting, data analysis, theory of action, and goal setting required in the CSSSP sections, the plan can stand in for these parts in the CSSSP sections.

NOTE: Reporting this information in the CSSSP is OPTIONAL for OUSD schools.

School Accountability Systems Description of how the school collaboratively develops outcomes, monitor progress, and foster a culture of accountability:

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:

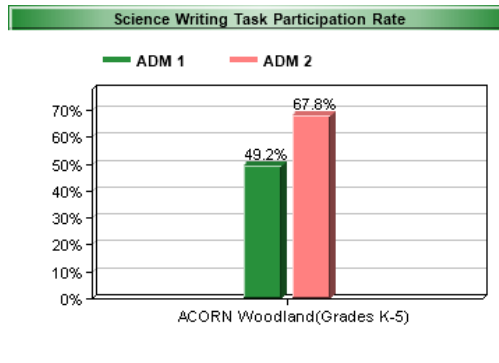
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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.

School Quality Standards relevant to this Strategic Priority

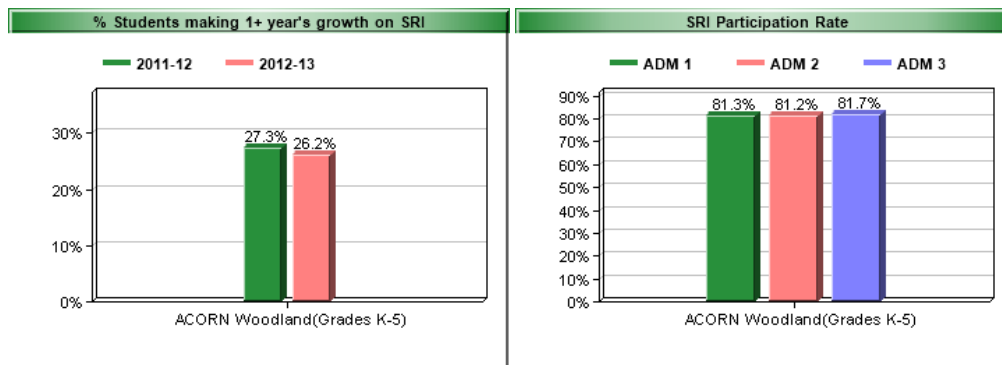
A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [[2012-2013: Sustaining](#)]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [[2012-2013: Sustaining](#)]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [[2012-2013: Sustaining](#)]

Benchmark



SRI



2012-13 Summative Data and 2013-14 Progress Monitoring Data

- SRI 2013-14: - 52% of 4th graders were at or above grade level. - 75% of 5th graders were at or above grade level - 66% of all 2nd-5th grade students are below grade level. - 60% of African American Males are below grade level. - 85% of English language learners are below grade level. - 85% of EL students are below grade level according to the SRI. SWT: - 50% of African American Students were at or above on the SWT. - 75% of AWE students were below grade level on the SWT
-
- Running Records: - 49% of 2nd grade AWE students were At or Above grade level on the Fall 2013 F&P Running Record. - 45% of 4th grade AWE students were At or Above grade level on the Fall 2013 F&P Running Record. - 29% of 4th grade students were above grade level. - 40% of all AWE students were at or above grade level on the Fall 2013 F&P Running

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Approximately 20% more Acorn Woodland students took the SWT assessment in 2013-14 than in 2012-13.
- The percentage of students who demonstrated a years growth on the 2013-14 SRI remained flat.
- Our African American students demonstrated a -36% dip in their 2013 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 supporting native Spanish speakers by providing our EL students with the option of a Spanish Transitional bilingual education track: This K-3rd grade program helps children transition 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 Achieve 3000, Accelerated Reader and LLI programs, as well as small-group pull out sessions were students develop basic literacy skills

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Participation in ELA Common Core State Standards Aligned Assessments--Scholastic Reading Inventory (grades 2-12); Performance Writing Task (grades 6-12); History Writing Task (grades 6-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant assessments	100%
School Scorecard: 1+ Years' Growth in the Scholastic Reading Inventory	Increase the percent of students making one or more years of lexile gains between the first and last administrations by 10% annually, or maintain at 100%.	Set in Fall 2014

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

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		Weekly	Leadership Team	6/2/2014	165SQ1A2445	Leveled reading books are used for reading instruction.	790-Unrestricted EIA-SCE Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$10,500.00
Balanced Literacy reading groups designed to support student reading.	State tests		Weekly	Leadership Team	6/2/2014	165SQ1A2447	Time supports to enhance data, assessment, planning and collaboration.	N/A			0	\$0.00
Balanced Literacy reading groups designed to support student reading.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	6/2/2014	165SQ1A7936	Integrate RALI practices to Reading Workshop lessons	N/A			0	\$0.00
Teacher collaboration time to support implementation of balanced literacy approach.	Local assessments (benchmarks, PWA)		Weekly	Grade level/Department Team	4/4/2014	165SQ1A2449	Release time for professional collaboration.	7400-QEIA	1150-TEACHERS SUBSTITUTES		0	\$10,985.62
Professional Learning Community time to enhance Balanced Literacy curriculum design, alignment and implementation.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	6/2/2014	165SQ1A2450	Peer to peer collaboration to enhance curriculum design, alignment, implementation and revision.	N/A			0	\$0.00
Professional Learning Community time to enhance Balanced Literacy curriculum design, alignment and implementation.	CELDT	SQIS Target Group	Monthly	Leadership Team	6/2/2014	165SQ1A7937	Allocate PLC time to allow teachers to discuss and analyze Systematic English Language Development student data and work.	N/A			0	\$0.00
Families,	Local		Every	Principal	4/4/2014	165SQ1A2451	Substitute	N/A			0	\$0.00

teachers and administration conference about student performance and identify supports for academic, social and affective growth.	assessments (benchmarks, PWA)		Marking Period				support for all aspects of release time for teacher conferences.					
Families, teachers and administration conference about student performance and identify supports for academic, social and affective growth.	Local assessments (benchmarks, PWA)		Weekly	Principal	4/4/2014	165SQ1A2452	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)			Leadership Team	6/6/2014	165SQ1A2455	Integrated curriculum, 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		End of Year	Grade level/Department Team	6/6/2014	165SQ1A2456	Consultant will collaborate with teachers to design ELA-Art thematic units to supplement the curriculum to enhance English language acquisition.	7400-QEIA	1150-TEACHERS SUBSTITUTES		0	\$32,500.00
Instructional and art supplies, materials, assemblies, technology and computers will be used for enhanced projects that span all art	Local assessments (benchmarks, PWA)			Grade level/Department Team	4/3/2014	165SQ1A2457	Materials and Supplies will be used for curriculum extensions.	N/A			0	\$0.00

forms and all curriculum areas.												
Balanced Literacy instruction is supported with an array of fiction and non-fiction texts.	SRI		Every Semester	Leadership Team	4/3/2014	165SQ1A2458	Books reflect a wide range of reading genres to be used for small group projects.	N/A			0	\$0.00
Ongoing parent communication about all aspects of school services	Survey data (CHKS, etc.)		Weekly	Clerical staff	4/4/2014	165SQ1A2460	Copy machine services will support all aspects of parent communication.	6-LCFF Concentration	5610-EQUIP MAINTENANCE AGREEMT		0	\$15,000.00
Ongoing parent communication about all aspects of school services	Survey data (CHKS, etc.)		Weekly	Clerical staff	4/4/2014	165SQ1A2461	Mailing services and stamps will support all aspects of communication with the community.	790-Unrestricted EIA-SCE Support	5910-POSTAGE		0	\$1,000.00
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.	Local assessments (benchmarks, PWA)		End of Year		4/3/2014	165SQ1A2462	Daily use of leveled Guided Reading/ Strategy groups, deployed across grade-levels. Work is supported by dedicated weekly planning and Professional Development time.	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)		Monthly	Principal	4/4/2014	165SQ1A2697	Hire exemplary 5th grade teacher to instruct a reduced class sized classroom.	7400-QEIA		TCSHLT0063	1	\$48,843.73

Supplies to support teacher professional development.	Local assessments (benchmarks, PWA)			Leadership Team	4/3/2014	165SQ1A5594	Purchase supplies to support teacher professional development	N/A			0	\$0.00
Supporting transition into Common Core standards through strategic assessment use and data analysis.	SRI		Every Marking Period	Principal	4/3/2014	165SQ1A5959	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		Every Marking Period	Leadership Team	4/3/2014	165SQ1A5960	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)		Every Marking Period	Principal	4/3/2014	165SQ1A5961	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)		Every Marking Period		4/3/2014	165SQ1A5962	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)				4/3/2014	165SQ1A5963	Teachers will conduct Common Core aligned Mars Task assessment three times a year.	N/A			0	\$0.00
Significantly improve quality	State tests				4/4/2014	165SQ1A6860	Professional development for	N/A			0	\$0.00

and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.							teachers for Common Core aligned reading/writing workshop instruction.						
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	CELDT				4/4/2014	165SQ1A6861	RALLI training and support for the integration of effective English language reading support in Readers/Writers Workshop.	N/A				0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1A6862	Differentiated phonics materials, development and implementation	N/A				0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1A6863	ELP academic instructors and Intervention support for struggling readers	N/A				0	\$0.00
Significantly improve quality and consistency of teacher practice and student	State tests				4/4/2014	165SQ1A6864	Teacher Extended Contract to organize leveled libraries in every classroom and accountable	N/A				0	\$0.00

performance in Balanced Literacy and Literacy Across the Curriculum.							systems (ie Accelerated Reader) for independent reading.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1A6865	Develop schedules and tools for teachers to implement Readers/Writers Workshop, CCSS math units/lessons.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1A6866	Define expectations for BAL implementation or Literacy across the Curriculum and quality student-student discourse and group work.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1A6867	Create systems and structure for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	State tests		Weekly	Principal	4/4/2014	165SQ1A6868	ILT Extended Contract to develop expectations, schedules and tools for teachers to implement CCCG, Math Tasks, FOSS hands-on Science and Non-Fiction	7400-QEIA			0	\$12,000.00

Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	4/4/2014	165SQ1A6869	Text. Use subs to release Teacher Leaders and key staff and parent leaders to visit other schools to observe and learn from instruction, school culture and family engagement practices.	7400-QEIA	4399-SURPLUS		0	\$15,750.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1A6870	Use sub to provide release time for PLCs, curriculum planning, lesson/unit design and/or data cycle	7400-QEIA	4399-SURPLUS		0	\$15,750.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1A6871	Leveled reading books and other materials needed to support teachers development and usage of the reading writing workshop instructional model.	7400-QEIA	4310-SUPPLIES		0	\$20,062.78
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Principal	4/4/2014	165SQ1A6881	Systematic and timely reading support is provided to students throughout the day.	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$48,297.86

Hire Girls Inc. to serve as Acorn Woodlands Lead Agency	Attendance		Weekly	Principal	4/4/2014	165SQ1A2714	Provide Acorn Woodland students with targeted reading intervention, engaging enrichment classes and gender specific character development.	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	\$96,955.18
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	Local assessments (benchmarks, PWA)		End of Year	Principal	4/3/2014	165SQ1A2699	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	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	CELDT		End of Year	Principal	4/3/2014	165SQ1A5591	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	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests		End of Year	Principal	4/3/2014	165SQ1A5592	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	N/A			0	\$0.00

							5th grade students.					
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests		End of Year	Principal	4/3/2014	165SQ1A5593	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	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests		End of Year	Other	4/3/2014	165SQ1A5596	Support and program costs for QEIA Grant	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)	Lower-Performing	Weekly	Leadership Team	4/4/2014	165SQ1A2463	TSA will support Acorn Woodland Elementary's Response to Intervention approach.	3010-Title I		C10TSA0023	0.8	\$65,190.70
Part time TSA will be hired to provide reading intervention, ELD instruction and ELA support to staff.	State tests	Lower-Performing	Weekly	Principal	4/4/2014	165SQ1A5371	TSA will facilitate and monitor School Success Team meetings.	N/A			0	\$0.00

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:

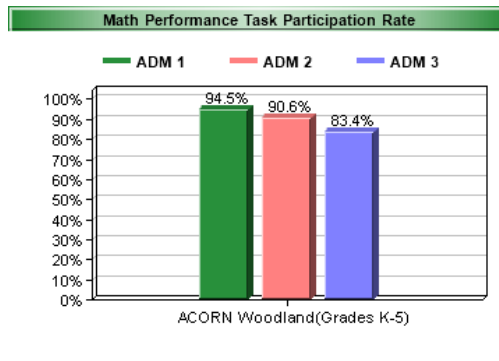
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [[2012-2013: Sustaining](#)]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [[2012-2013: Sustaining](#)]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [[2012-2013: Sustaining](#)]

Benchmark



2012-13 Summative Data and 2013-14 Progress Monitoring Data

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- o - 89% of 1st graders were at or above prof. on the Fall math benchmark. - 80% of 3rd graders were at or above prof. on the Fall math benchmark. - 57% of AWE students were at or above on the Fall math - 33% of 2nd graders were at or above prof on the Fall benchmark. - 42% of 5th graders were at or above prof. on the Fall benchmark.
- o SWT: - 50% of African American Students were at or above on the SWT. - 76% of EL students in the 3rd grade were at or above on the SWT. - 75% of AWE students were below grade level on the Science Writing Task.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- o AWE math performance task participation rates dropped each administration.

Theory of Action

- o AWE provides a well-rounded STEM program for our students, including real student hands-on investigations led by our full time science instructor.
- o 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.
- o 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.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Participation in the following Common Core State Standards Aligned Assessments--Math Performance Task (grades K-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant Common Core State Standards Aligned Assessments	100%

Strategic Priority Improvement Strategies

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

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		Every Marking Period	Principal	4/3/2014	165SQ11B5959	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		Every Marking Period	Leadership Team	4/3/2014	165SQ11B5960	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	Local assessments (benchmarks,		Every Marking Period	Principal	4/3/2014	165SQ11B5961	Teachers will conduct running record	N/A			0	\$0.00

Core standards through strategic assessment use and data analysis.	PWA)						assessment three times a year.					
Supporting transition into Common Core standards through strategic assessment use and data analysis.	Other (OCR, etc)		Every Marking Period		4/3/2014	165SQ11B5962	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)				4/3/2014	165SQ11B5963	Teachers will conduct Common Core aligned Mars Task assessment three times a year.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	State tests				4/4/2014	165SQ11B6860	Professional development for teachers for Common Core aligned reading/writing workshop instruction.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	CELDT				4/4/2014	165SQ11B6861	RALLI training and support for the integration of effective English language reading support in Readers/Writers Workshop.	N/A			0	\$0.00

Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1B6862	Differentiated phonics materials, development and implementation	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1B6863	ELP academic instructors and Intervention support for struggling readers	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	State tests				4/4/2014	165SQ1B6864	Teacher Extended Contract to organize leveled libraries in every classroom and accountable systems (ie Accelerated Reader) for independent reading.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1B6865	Develop schedules and tools for teachers to implement Readers/Writers Workshop, CCSS math units/lessons.	N/A			0	\$0.00
Significantly	Local				4/4/2014	165SQ1B6866	Define	N/A			0	\$0.00

improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	assessments (benchmarks, PWA)						expectations for BAL implementation or Literacy across the Curriculum and quality student-student discourse and group work.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ11B6867	Create systems and structure for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	State tests		Weekly	Principal	4/4/2014	165SQ11B6868	ILT Extended Contract to develop expectations, schedules and tools for teachers to implement CCCG, Math Tasks, FOSS hands-on Science and Non-Fiction Text.	7400-QEIA			0	\$12,000.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	4/4/2014	165SQ11B6869	Use subs to release Teacher Leaders and key staff and parent leaders to visit other schools to observe and learn from instruction, school culture and family engagement practices.	7400-QEIA	4399-SURPLUS		0	\$15,750.00

Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1B6870	Use sub to provide release time for PLCs, curriculum planning, lesson/unit design and/or data cycle	7400-QEIA	4399-SURPLUS		0	\$15,750.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1B6871	Leveled reading books and other materials needed to support teachers development and usage of the reading writing workshop instructional model.	7400-QEIA	4310-SUPPLIES		0	\$20,062.78
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Principal	4/4/2014	165SQ1B6881	Systematic and timely reading support is provided to students throughout the day.	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$48,297.86
Hire Girls Inc. to serve as Acorn Woodlands Lead Agency	Attendance		Weekly	Principal	4/4/2014	165SQ1B2714	Provide Acorn Woodland students with targeted reading intervention, engaging enrichment classes and gender specific character development.	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	\$96,955.18
Maintain class sizes,	Local assessments		End of Year	Principal	4/3/2014	165SQ1B2699	Reduce class sizes in so that	N/A			0	\$0.00

avoid combination classes and provide students with rigorous common core aligned instruction.	(benchmarks, PWA)						combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned instruction for all 1st grade students					
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	CELDT		End of Year	Principal	4/3/2014	165SQ11B5591	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	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests		End of Year	Principal	4/3/2014	165SQ11B5592	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.	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests		End of Year	Principal	4/3/2014	165SQ11B5593	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned	N/A			0	\$0.00

							instruction for all 4th grade					
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests		End of Year	Other	4/3/2014	165SQ11B5596	Support and program costs for QEIA Grant	N/A			0	\$0.00
Science Prep teacher will provide weekly lessons in scientific reasoning and procedure.	Local assessments (benchmarks, PWA)		Weekly	Principal	4/4/2014	165SQ11B2546	Science Prep teacher will provide weekly lessons in scientific reasoning and procedure.	790-Unrestricted EIA-SCE Support		TCEEIP0013	0.45	\$27,306.06
Weekly writing in the discipline of Science, supported by classroom teachers and led by Science instructor.	Local assessments (benchmarks, PWA)		Weekly	Principal	4/3/2014	165SQ11B2547	Weekly writing in the discipline of Science	N/A			0	\$0.00
Participation in District Science PD and site based support.	State tests		End of Year	Leadership Team	4/3/2014	165SQ11B2548	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)		Weekly	Leadership Team	4/3/2014	165SQ11B2549	Planning of site based math PDs	N/A			0	\$0.00
Extended learning program, Tech Girlz, to support and	Local assessments (benchmarks, PWA)		Weekly	After school program coordinator	4/3/2014	165SQ11B2550	Schedule and enroll students into the TechGirlz program	N/A			0	\$0.00

extended learning in Math, Science and technology for our upper grade girls.													
Provide teachers with differentiated math collaboration time to plan Common Core Aligned math instruction.	State tests		Weekly	Principal	4/4/2014	165SQ11B2551	Allocate time weekly for teachers to plan Commo Core State Standards Aligned 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)		Weekly	Leadership Team	4/3/2014	165SQ11B2706	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)		Weekly	Clerical staff	4/3/2014	165SQ11B3569	Supplies will be provided to classrooms for science.	N/A				0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in STEM.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ11B6872	Professional development for math Common Core instruction	N/A				0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Leadership Team	4/4/2014	165SQ11B6873	Math intervention classes and/or teacher	N/A				0	\$0.00

in STEM.												
Significantly improve quality and consistency of teacher practice and student performance in STEM.	State tests		Weekly	Leadership Team	4/4/2014	165SQ1B6874	Focus on school-wide Lesson and Unit Design to strengthen the Common Core-aligned academic program.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in STEM.	State tests		Weekly	Leadership Team	4/4/2014	165SQ1B6875	Develop schedules and tools for teachers to implement CCCG units/lessons.	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 (Standard 1.1) [\[2012-2013: Sustaining\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [\[2012-2013: Sustaining\]](#)

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring 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.

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Significantly improve quality and consistency of teacher practice and student performance	State tests				4/4/2014	165SQ1C6860	Professional development for teachers for Common Core aligned reading/writing workshop instruction.	N/A			0	\$0.00

in Balanced Literacy and Literacy Across the Curriculum.													
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	CELDT				4/4/2014	165SQ1C6861	RALLI training and support for the integration of effective English language reading support in Readers/Writers Workshop.	N/A				0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1C6862	Differentiated phonics materials, development and implementation	N/A				0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1C6863	ELP academic instructors and Intervention support for struggling readers	N/A				0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and	State tests				4/4/2014	165SQ1C6864	Teacher Extended Contract to organize leveled libraries in every classroom and accountable systems (ie Accelerated Reader) for independent	N/A				0	\$0.00

Literacy Across the Curriculum.							reading.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ11C6865	Develop schedules and tools for teachers to implement Readers/Writers Workshop, CCSS math units/lessons.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ11C6866	Define expectations for BAL implementation or Literacy across the Curriculum and quality student-student discourse and group work.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ11C6867	Create systems and structure for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	State tests		Weekly	Principal	4/4/2014	165SQ11C6868	ILT Extended Contract to develop expectations, schedules and tools for teachers to implement CCCG, Math Tasks, FOSS hands-on Science and Non-Fiction Text.	7400-QEIA			0	\$12,000.00

Provide new student orientation meetings in the spring to prepare students for upcoming school year.	Attendance		End of Year	Principal	4/3/2014	165SQ11C4091	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)		End of Year	Principal	4/3/2014	165SQ11C4092	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		End of Year	Grade level/Department Team	4/3/2014	165SQ11C4093	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		End of Year	Principal	4/3/2014	165SQ11C5590	Purchase supplies to support English Language Learners' transitions into English language proficiency.	N/A			0	\$0.00
SSO for After School Program to ensure student safety.	Survey data (CHKS, etc.)		Weekly	After school program coordinator	4/4/2014	165SQ11C6857	Increase SSO hours to provide security during the after school program.	5-LCFF Supplemental	4399-SURPLUS		0	\$3,300.00
Significantly improve quality and consistency of teacher practice and student performance in Academic Discussions, Writing with Evidence,	Local assessments (benchmarks, PWA)		End of Year	Principal	4/4/2014	165SQ11C6876	Define grade level and school-wide expectations and key strategies for Academic or Literacy across the Curriculum	N/A			0	\$0.00

and close reading of Complex text across the curriculum.												
Significantly improve quality and consistency of teacher practice and student performance in Academic Discussions, Writing with Evidence, and close reading of Complex text across the curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1C6877	Self-assess practices using the Academic Discussion Continuum. Align improvement strategies, then reassess mid-year and end of year.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Academic Discussions, Writing with Evidence, and close reading of Complex text across the curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1C6878	Define quality student group work, create and use group work rubrics with students	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Academic Discussions, Writing with Evidence, and close reading of Complex text	State tests		Monthly	Principal	4/4/2014	165SQ1C6879	Create systems and structure for monitoring CCSS formative and summative data including data conferences, data walls, student goal setting protocols.	N/A			0	\$0.00

across the curriculum.												
Significantly improve quality and consistency of teacher practice and student performance in Academic Discussions, Writing with Evidence, and close reading of Complex text across the curriculum.	State tests		Monthly	Principal	4/4/2014	165SQ1C6880	Teacher Leaders attend LCI Teacher Leader Professional Learning monthly	N/A			0	\$0.00
Lunch Time Supervision Support	Discipline/CSC		Weekly	Principal	4/4/2014	165SQ1C6883	Hire noon supervisor to provided yard during the school day.	6-LCFF Concentration		NOONSV0035	0.2	\$4,681.92
Lunch Time Supervision Support	Discipline/CSC		Weekly	Principal	4/4/2014	165SQ1C6884	Hire noon supervisor to provided cafeteria support during the school day.	6-LCFF Concentration		NOONSV0061	0.2	\$5,193.21
Improve overall operation of the school.	Survey data (CHKS, etc.)		Monthly	Principal	4/4/2014	165SQ1C6887	Extended work hours for classified staff members; which will include summer work days to prepare for the beginning of the school year.	790-Unrestricted EIA-SCE Support	2225-CLASSSUPPT SALARIES OVERTIME		0	\$3,695.88
Improve overall operation of the school.	Survey data (CHKS, etc.)		Monthly	Principal	4/4/2014	165SQ1C6888	Extended work hours for classified staff members; which will include after-school hours.	6-LCFF Concentration	2225-CLASSSUPPT SALARIES OVERTIME		0	\$500.00
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have	Survey data (CHKS, etc.)		Weekly	Other	4/6/2014	165SQ1C7142	Community Relations Asst serves as School Culture Team member to align family engagement work and school culture priorities	N/A			0	\$0.00

concrete strategies to use at home to support reading, student goals.												
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Local assessments (benchmarks, PWA)		Every Semester	Leadership Team	4/6/2014	165SQ1C7144	Teacher co-plan and host workshops with families to share student progress with families and to teach and practice academic support strategies for use at home	N/A			0	\$0.00
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	State tests		Monthly	Community Engagement Lead	4/6/2014	165SQ1C7145	Monthly Parent Leader meetings to train AWE parents on how to best serve their children and the AWE community.	N/A			0	\$0.00
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have	Local assessments (benchmarks, PWA)		Monthly	Community Engagement Lead	4/6/2014	165SQ1C7146	Community Relations Ast to model for parents effective supports for English Language Learner students and strategies to boost confidence and application to studies.	N/A			0	\$0.00

concrete strategies to use at home to support reading, student goals.												
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Discipline/CSC		Weekly	Community Engagement Lead	4/6/2014	165SQ1C7147	Community Relations Ast. to support SDC teacher in engaging families of Special Needs students.	N/A			0	\$0.00
Preschool/TK Transition to Kinder	Attendance	Students Transitioning In/Out	End of Year	Community Engagement Lead	6/3/2014	165SQ1C7953	TK and exiting Pre-K students tour Acorn Woodland Kinder classrooms.	N/A			0	\$0.00
Preschool/TK Transition to Kinder	Attendance	Students Transitioning In/Out	Every Marking Period	Community Engagement Lead	6/3/2014	165SQ1C7954	Hold Options Tour for nearby CDCs so families can attend Community Meeting, meet with principal and family coordinator.	N/A			0	\$0.00
Preschool/TK Transition to Kinder	Other (OCR, etc)	Students Transitioning In/Out	End of Year	Community Engagement Lead	6/3/2014	165SQ1C7955	Baseline assessments for incoming EL Pre-K and parent intake meeting	N/A			0	\$0.00
Supplies and learning materials to support English Language Learners.	CELDT		Weekly	Principal	4/3/2014	165SQ1C5588	Purchase EL focused materials and supports for our English Language Learners	N/A			0	\$0.00
Teacher to insure all children have a fair, equal,	State tests		End of Year	Principal	4/3/2014	165SQ1C5599	Hire 4th grade teacher insure all 4th grade children have a fair, equal,	N/A			0	\$0.00

and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging Common Core State Standards							and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards					
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 Common Core State Standards	State tests		End of Year	Principal	4/3/2014	165SQ11C5600	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	N/A			0	\$0.00
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		End of Year	Principal	4/3/2014	165SQ11C5602	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 Common Core State Standards	N/A			0	\$0.00

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.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [\[2012-2013: Sustaining\]](#)
- ensures that students know what they're learning, why they're learning it and how it can be applied (Standard 1.7) [\[2012-2013: Sustaining\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [\[2012-2013: Sustaining\]](#)

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

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: High School Cohort Graduation	Increase the cohort graduation rate by 2% annually	
School Scorecard: High School Cohort Dropout	Decrease the cohort dropout rate by 3% annually	
School Scorecard: High School A-G Completion	Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for African American Students	Increase the percent of 11th grade African American students who pass both ELA & Math by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for Latino Students	Increase the percent of 11th grade Latino students who pass both Math & ELA by 10 percent annually	
School Scorecard: High School Advanced Placement Course Completion	Increase the percent of 10th, 11th, & 12th grade students completing AP courses by 20% annually	
School Scorecard: High School Advanced Placement Test Scoring	Increase the percent of AP test takers earning a score of 3 or better by 20% annually	
School Scorecard: High School PSAT Participation Rate	Increase the percent of all 11th graders taking the PSAT to 100% annually	
School Scorecard: MS & HS College-Career Plans	Ensure 100% of 6th & 9th graders have developed a college-career readiness plan by the end of the 1st	

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire Girls Inc. to serve as Acorn Woodlands Lead Agency	Attendance		Weekly	Principal	4/4/2014	165SQ1D2714	Provide Acorn Woodland students with targeted reading intervention, engaging enrichment classes and gender specific character development.	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	\$96,955.18
Building a College going Culture	Survey data (CHKS, etc.)		End of Year	Other	4/6/2014	165SQ1D7177	All Classrooms are named after Colleges	N/A			0	\$0.00
Building a College going Culture	Survey data (CHKS, etc.)		End of Year	Other	4/6/2014	165SQ1D7179	Annual College and Career Day, where students meet and discuss College and Career opportunities from community volunteers.	N/A			0	\$0.00
Building a College going Culture	Survey data (CHKS, etc.)		End of Year	Other	4/6/2014	165SQ1D7180	Annual College and Career Day, where students meet and discuss College and Career opportunities from community volunteers.	N/A			0	\$0.00

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.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8) [\[2012-2013: Refining\]](#)

2012-13 Summative Data and 2013-14 Progress Monitoring Data

- CELDT - 90.9% of level 1 (Beginning) students grew in their proficiency - 91.2% of 1st grade students grew in their proficiency. - 75% of 4th graders grew in their proficiency. - 81.8% of ?At Risk? students demonstrated growth on - 63.9% of AWE students demonstrated growth according to CELDT. - 36.1% of students were flat or decreased one or more CELDT levels. - 25% of level 4 (Early Advanced) grew in their proficiency; while 75%
- Students with Disabilities - 100% of Special Ed. Students in the 3rd grade performed at or above grade level on the SWT. - There is a large gap between the reading performance of the students in our SDC and in SEI classes. African American Males - Approx. 50% of African American Students were at or above on the SWT. - 60% of African American Males are below grade level on SRI. - 43% of AA Males were At or Above prof. on the Math performance benchmark task.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring 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 RFEP 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

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: MS & HS College-Career Plans	Submit 100% of IEPs within the timeline.	

Strategic Priority Improvement Strategies

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Significantly	State tests				4/4/2014	165SQI1E6860	Professional	N/A			0	\$0.00

improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.							development for teachers for Common Core aligned reading/writing workshop instruction.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	CELDT				4/4/2014	165SQ1E6861	RALLI training and support for the integration of effective English language reading support in Readers/Writers Workshop.	N/A				0 \$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1E6862	Differentiated phonics materials, development and implementation	N/A				0 \$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1E6863	ELP academic instructors and Intervention support for struggling readers	N/A				0 \$0.00
Significantly improve quality and	State tests				4/4/2014	165SQ1E6864	Teacher Extended Contract to	N/A				0 \$0.00

consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.							organize leveled libraries in every classroom and accountable systems (ie Accelerated Reader) for independent reading.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ11E6865	Develop schedules and tools for teachers to implement Readers/Writers Workshop, CCSS math units/lessons.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ11E6866	Define expectations for BAL implementation or Literacy across the Curriculum and quality student-student discourse and group work.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ11E6867	Create systems and structure for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	N/A			0	\$0.00
Significantly improve quality and consistency of teacher	State tests		Weekly	Principal	4/4/2014	165SQ11E6868	ILT Extended Contract to develop expectations, schedules and	7400-QEIA			0	\$12,000.00

practice and student performance in Balanced Literacy and Literacy Across the Curriculum.							tools for teachers to implement CCCG, Math Tasks, FOSS hands-on Science and Non-Fiction Text.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	4/4/2014	165SQ1E6869	Use subs to release Teacher Leaders and key staff and parent leaders to visit other schools to observe and learn from instruction, school culture and family engagement practices.	7400-QEIA	4399-SURPLUS		0	\$15,750.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1E6870	Use sub to provide release time for PLCs, curriculum planning, lesson/unit design and/or data cycle	7400-QEIA	4399-SURPLUS		0	\$15,750.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1E6871	Leveled reading books and other materials needed to support teachers development and usage of the reading writing workshop instructional model.	7400-QEIA	4310-SUPPLIES		0	\$20,062.78
Significantly improve quality and consistency of teacher practice and student	Local assessments (benchmarks, PWA)		Weekly	Principal	4/4/2014	165SQ1E6881	Systematic and timely reading support is provided to students throughout the day.	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$48,297.86

performance in Balanced Literacy and Literacy Across the Curriculum.												
Hire Girls Inc. to serve as Acorn Woodlands Lead Agency	Attendance		Weekly	Principal	4/4/2014	165SQ1E2714	Provide Acorn Woodland students with targeted reading intervention, engaging enrichment classes and gender specific character development.	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	\$96,955.18
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	Local assessments (benchmarks, PWA)		End of Year	Principal	4/3/2014	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	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	CELDT		End of Year	Principal	4/3/2014	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	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned	State tests		End of Year	Principal	4/3/2014	165SQ1E5592	Reduce class sizes in so that combination classes can be avoided, resulting in increased rigor and deeper more personalized common core aligned	N/A			0	\$0.00

instruction.							instruction for all 5th grade students.					
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests		End of Year	Principal	4/3/2014	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	N/A			0	\$0.00
Maintain class sizes, avoid combination classes and provide students with rigorous common core aligned instruction.	State tests		End of Year	Other	4/3/2014	165SQ1E5596	Support and program costs for QEIA Grant	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)	Lower-Performing	Weekly	Leadership Team	4/4/2014	165SQ1E2463	TSA will support Acorn Woodland Elementary's Response to Intervention approach.	3010-Title I		C10TSA0023	0.8	\$65,190.70
Part time TSA will be hired to provide reading intervention, ELD instruction and ELA support to staff.	State tests	Lower-Performing	Weekly	Principal	4/4/2014	165SQ1E5371	TSA will facilitate and monitor School Success Team meetings.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1E6872	Professional development for math Common Core instruction	N/A			0	\$0.00

student performance in STEM.												
Significantly improve quality and consistency of teacher practice and student performance in STEM.	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Leadership Team	4/4/2014	165SQ1E6873	Math intervention classes and/or teacher	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in STEM.	State tests		Weekly	Leadership Team	4/4/2014	165SQ1E6874	Focus on school-wide Lesson and Unit Design to strengthen the Common Core-aligned academic program.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in STEM.	State tests		Weekly	Leadership Team	4/4/2014	165SQ1E6875	Develop schedules and tools for teachers to implement CCCG units/lessons.	N/A			0	\$0.00
Bilingual Family Coordinator to support enhanced parent partnerships, provide affective supports for families and students and align resources.	CELDT	English Learners & Redesignated	Weekly	Principal	4/4/2014	165SQ1E2454	Bilingual Family Coordinator to model for parents effective supports for English Language Learner students and strategies to boost confidence and application to studies.	5-LCFF Supplemental		CMRAIB0002	0.515	\$25,907.48
Bilingual Family Coordinator to support enhanced parent partnerships, provide affective	CELDT	English Learners & Redesignated	Weekly	Principal	4/4/2014	165SQ1E6859	Bilingual Family Coordinator to consult with teachers in effective supports for English Language Learner students and strategies to	6-LCFF Concentration		CMRAIB0002	0.485	\$24,398.30

supports for families and students and align resources.							boost confidence and application to studies.						
Teacher on Special Assignment to assist teachers in differentiating support for our English language learners.	CELDT		End of Year	Principal	4/3/2014	165SQ1E2700	Assesst in implementing Results, SELD and other instructional strategies that target our EL students.	N/A				0	\$0.00
Implement differentiated instruction for GATE students.	Discipline/CSC		Weekly		4/3/2014	165SQ1E4740	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A				0	\$0.00
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ1E7154	Adopt approaches that create access for ELs including RESULTS/RALLI, Constructing Meaning.	N/A				0	\$0.00
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ1E7156	Create systems and structure for monitoring formative and summative data of EL progress including data conferences, data walls, student goal setting protocols. Use EL roster to group students for targeted instruction and support	N/A				0	\$0.00
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ1E7157	Work with LC I EL Unit to use ELL Shadowing Protocol to conduct deep data analysis,	N/A				0	\$0.00

							observe EL experience and to create action plan.						
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ1E7158	Work with LCI EL Unit to use ELL Shadowing Protocol to conduct deep data analysis, observe EL experience and to create action plan.	N/A				0	\$0.00
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ1E7159	Community Relations Ast to model for parents effective supports for English Language Learner students and strategies to boost confidence and application to studies.	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 (Standard 1.8) [[2012-2013: Refining](#)]

2012-13 Summative Data and 2013-14 Progress Monitoring Data

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

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Approximately 50% of AWE student have participated in our Extended Learning Program.
- AWE currently has over 100 student enrolled in our after school program
-

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.

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the	State tests				4/4/2014	165SQ1F6860	Professional development for teachers for Common Core aligned reading/writing workshop instruction.	N/A			0	\$0.00

Curriculum.					4/4/2014	165SQ1F6861	RALLI training and support for the integration of effective English language reading support in Readers/Writers Workshop.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	CELDT											
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1F6862	Differentiated phonics materials, development and implementation	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1F6863	ELP academic instructors and Intervention support for struggling readers	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	State tests				4/4/2014	165SQ1F6864	Teacher Extended Contract to organize leveled libraries in every classroom and accountable systems (ie Accelerated Reader) for independent reading.	N/A			0	\$0.00
Significantly improve	Local assessments				4/4/2014	165SQ1F6865	Develop schedules and	N/A			0	\$0.00

quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	(benchmarks, PWA)						tools for teachers to implement Readers/Writers Workshop, CCSS math units/lessons.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1F6866	Define expectations for BAL implementation or Literacy across the Curriculum and quality student-student discourse and group work.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQ1F6867	Create systems and structure for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	State tests		Weekly	Principal	4/4/2014	165SQ1F6868	ILT Extended Contract to develop expectations, schedules and tools for teachers to implement CCCG, Math Tasks, FOSS hands-on Science and Non-Fiction Text.	7400-QEIA			0	\$12,000.00
Significantly improve quality and consistency	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	4/4/2014	165SQ1F6869	Use subs to release Teacher Leaders and key staff and	7400-QEIA	4399-SURPLUS		0	\$15,750.00

of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.							parent leaders to visit other schools to observe and learn from instruction, school culture and family engagement practices.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ11F6870	Use sub to provide release time for PLCs, curriculum planning, lesson/unit design and/or data cycle	7400-QEIA	4399-SURPLUS		0	\$15,750.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ11F6871	Leveled reading books and other materials needed to support teachers development and usage of the reading writing workshop instructional model.	7400-QEIA	4310-SUPPLIES		0	\$20,062.78
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Principal	4/4/2014	165SQ11F6881	Systematic and timely reading support is provided to students throughout the day.	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$48,297.86
Hire Girls Inc. to serve as Acorn Woodlands Lead Agency	Attendance		Weekly	Principal	4/4/2014	165SQ11F2714	Provide Acorn Woodland students with targeted reading intervention,	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	\$96,955.18

							engaging enrichment classes and gender specific character development.					
SSO for After School Program to ensure student safety.	Survey data (CHKS, etc.)		Weekly	After school program coordinator	4/4/2014	165SQ1F6857	Increase SSO hours to provide security during the after school program.	5-LCFF Supplemental	4399-SURPLUS		0	\$3,300.00
Significantly improve quality and consistency of teacher practice and student performance in Academic Discussions, Writing with Evidence, and close reading of Complex text across the curriculum.	Local assessments (benchmarks, PWA)		End of Year	Principal	4/4/2014	165SQ1F6876	Define grade level and school-wide expectations and key strategies for Academic or Literacy across the Curriculum	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Academic Discussions, Writing with Evidence, and close reading of Complex text across the curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1F6877	Self-assess practices using the Academic Discussion Continuum. Align improvement strategies, then reassess mid-year and end of year.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQ1F6878	Define quality student group work, create and use group work rubrics	N/A			0	\$0.00

practice and student performance in Academic Discussions, Writing with Evidence, and close reading of Complex text across the curriculum.							with students					
Significantly improve quality and consistency of teacher practice and student performance in Academic Discussions, Writing with Evidence, and close reading of Complex text across the curriculum.	State tests		Monthly	Principal	4/4/2014	165SQI1F6879	Create systems and structure for monitoring CCSS formative and summative data including data conferences, data walls, student goal setting protocols.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Academic Discussions, Writing with Evidence, and close reading of Complex text across the curriculum.	State tests		Monthly	Principal	4/4/2014	165SQI1F6880	Teacher Leaders attend LCI Teacher Leader Professional Learning monthly	N/A			0	\$0.00
Lunch Time Supervision Support	Discipline/CSC		Weekly	Principal	4/4/2014	165SQI1F6883	Hire noon supervisor to provided yard during the school day.	6-LCFF Concentration		NOONSV0035	0.2	\$4,681.92

Lunch Time Supervision Support	Discipline/CSC		Weekly	Principal	4/4/2014	165SQ1F6884	Hire noon supervisor to provided cafeteria support during the school day.	6-LCFF Concentration		NOONSV0061	0.2	\$5,193.21
Improve overall operation of the school.	Survey data (CHKS, etc.)		Monthly	Principal	4/4/2014	165SQ1F6887	Extended work hours for classified staff members; which will include summer work days to prepare for the beginning of the school year.	790-Unrestricted EIA-SCE Support	2225-CLASSSUPPT SALARIES OVERTIME		0	\$3,695.88
Improve overall operation of the school.	Survey data (CHKS, etc.)		Monthly	Principal	4/4/2014	165SQ1F6888	Extended work hours for classified staff members; which will include after-school hours.	6-LCFF Concentration	2225-CLASSSUPPT SALARIES OVERTIME		0	\$500.00
Coordinate three ELP Showcases to highlight the work students have done in the after school program.	Attendance		Every Marking Period	After school program coordinator	4/3/2014	165SQ1F4106	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	Low to Middle-Performing	End of Year	After school program coordinator	4/3/2014	165SQ1F4107	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	State tests	Lower-Performing	End of Year	Principal	4/3/2014	165SQ1F4108	Provide an after school science enrichment course to help	N/A			0	\$0.00

4th grade standards refresher course.							increasing school wide science CST proficiency by at least 10%					
Technology focused class for girls.	Local assessments (benchmarks, PWA)		Weekly	After school program coordinator	4/3/2014	165SQ1F4109	Establish a partnership with TechGirlz 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		End of Year		4/3/2014	165SQ1F4110	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.)		End of Year		4/3/2014	165SQ1F4111	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.)		End of Year		4/3/2014	165SQ1F4112	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 Safety Plan

School: ACORN Woodland Elementary

Principal: LEROY GAINES

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 (Standard 2.1) [[2012-2013: Sustaining](#)]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [[2012-2013: Developing](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [[2012-2013: Developing](#)]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [[2012-2013: Sustaining](#)]

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.

Strategic Priority Improvement Strategies

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

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

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...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1) [[2012-2013: Sustaining](#)]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [[2012-2013: Developing](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [[2012-2013: Developing](#)]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [[2012-2013: Sustaining](#)]

School Safety Plan Goals

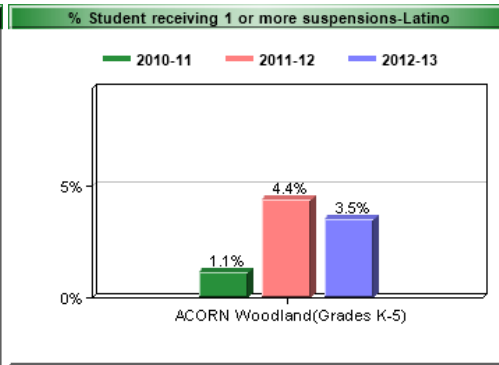
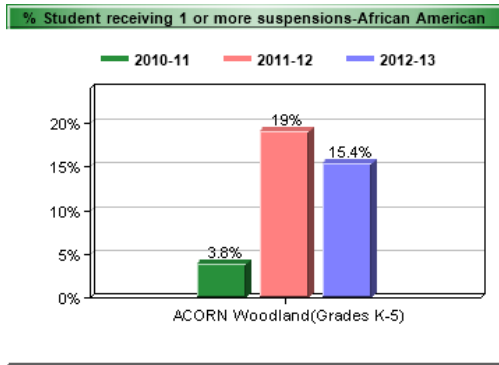
Goal 1: Reduce physical altercations and incidents of bullying.

- 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.

Suspensions



2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Only 43% of AWE 5th grade students reported they have had significant opportunities for participation in school activities or events. This is 30% gain from the previous year.
- Acorn Woodland has a low suspension rate. 5% of AWE students received more than one suspension during the 2012-13 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.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Suspension Rate for African American students	Reduce the off-campus suspension rates of African American students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	
School Scorecard: Suspension Rate for Latino students	Reduce the off-campus suspension rates of Latino students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	

Strategic Priority Improvement Strategies

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Families are	Survey data		Weekly	Other	4/6/2014	165SQ2B7142	Community	N/A			0	\$0.00

engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	(CHKS, etc.)						Relations Asst serves as School Culture Team member to align family engagement work and school culture priorities					
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Local assessments (benchmarks, PWA)		Every Semester	Leadership Team	4/6/2014	165SQ2B7144	Teacher co-plan and host workshops with families to share student progress with families and to teach and practice academic support strategies for use at home	N/A			0	\$0.00
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	State tests		Monthly	Community Engagement Lead	4/6/2014	165SQ2B7145	Monthly Parent Leader meetings to train AWE parents on how to best serve their children and the AWE community.	N/A			0	\$0.00
Families are engaged and empowered partners in their child's academic	Local assessments (benchmarks, PWA)		Monthly	Community Engagement Lead	4/6/2014	165SQ2B7146	Community Relations Ast to model for parents effective supports for	N/A			0	\$0.00

and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.							English Language Learner students and strategies to boost confidence and application to studies.					
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Discipline/CSC		Weekly	Community Engagement Lead	4/6/2014	165SQ2B7147	Community Relations Ast. to support SDC teacher in engaging families of Special Needs students.	N/A			0	\$0.00
Preschool/TK Transition to Kinder	Attendance	Students Transitioning In/Out	End of Year	Community Engagement Lead	6/3/2014	165SQ2B7953	TK and exiting Pre-K students tour Acom Woodland Kinder classrooms.	N/A			0	\$0.00
Preschool/TK Transition to Kinder	Attendance	Students Transitioning In/Out	Every Marking Period	Community Engagement Lead	6/3/2014	165SQ2B7954	Hold Options Tour for nearby CDCs so families can attend Community Meeting, meet with principal and family coordinator.	N/A			0	\$0.00
Preschool/TK Transition to Kinder	Other (OCR, etc)	Students Transitioning In/Out	End of Year	Community Engagement Lead	6/3/2014	165SQ2B7955	Baseline assessments for incoming EL Pre-K and parent intake meeting	N/A			0	\$0.00
Development of School Culture Team	Survey data (CHKS, etc.)			Other	4/4/2014	165SQ2B5968	School Culture Team to meet bi-weekly to discuss	7400-QEIA	1120-TEACHERS SALARIES STIPENDS		0	\$4,000.00

							issues of school culture and lead teacher PD.					
Development of School Culture Team	Survey data (CHKS, etc.)		Monthly	Other	4/4/2014	165SQ2B5970	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.)		Every Semester	Grade level/Department Team	4/4/2014	165SQ2B5971	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.)		Every Marking Period	Principal	4/3/2014	165SQ2B5972	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 C. Health & Wellness

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.

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(Standard 2.2) [[2012-2013: Developing](#)]

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Over 83% of Acorn Woodland 5th grade students responded to the Health Kids Survey
- An average of 77% of Acorn Woodland students eat breakfast at the school.
- Only 22% of AWE 5th grade students were within the healthy fitness zone for body composition.

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.

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire Girls Inc. to serve as Acorn Woodlands Lead Agency	Attendance		Weekly	Principal	4/4/2014	165SQI2C2714	Provide Acorn Woodland students with targeted reading intervention, engaging enrichment classes and gender	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	\$96,955.18

							specific character development.					
Promote health and wellness through exercise.	Health data		Weekly	Principal	4/4/2014	165SQI2C2830	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
Promote health and wellness through exercise.	Health data		Weekly	Principal	4/4/2014	165SQI2C6882	Hire fitness consultant to support teachers in developing a robust, effective fitness curriculum.	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$17,000.00
Encourage healthy family nutrition and healthy eating habits	Health data		End of Year	Community Partner	4/3/2014	165SQI2C4123	Partner with Alameda County to provide parents with nutritional information.	N/A			0	\$0.00

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: ACORN Woodland Elementary

Principal: LEROY GAINES

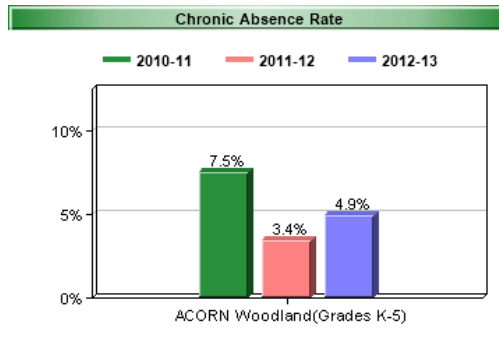
From OUSD Strategic Plan:

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.

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(Standard 2.2) [[2012-2013: Developing](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [[2012-2013: Developing](#)]



2012-13 Summative Data Analysis and 2013-14 Progress Monitoring 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

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Chronic Absence	Reduce the chronic absence rate by 100% annually, or maintain it at 5% or less.	

Strategic Priority Improvement Strategies

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

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 monthly	Discipline/CSC		Weekly	Principal	4/3/2014	165SQI2D330	Membership includes counseling partner EBAC.	N/A			0	\$0.00
Development of a COST team that meets monthly	Discipline/CSC		Weekly	Principal	4/3/2014	165SQI2D1501	Support from Counseling partner rep.	N/A			0	\$0.00
Development of a COST team that meets monthly	Discipline/CSC		Weekly	Principal	4/3/2014	165SQI2D1503	COST Coordinator/ TSA	N/A			0	\$0.00
SART Meetings	Attendance		Monthly	Attendance Team	4/3/2014	165SQI2D329	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		Weekly	Clerical staff	4/3/2014	165SQI2D328	Accurate attendance accounting and daily phone calls to families from attendance clerk.	N/A			0	\$0.00
Teachers working to curb chronic absences	Attendance		Every Marking Period	Grade level/Department Team	4/3/2014	165SQI2D327	Use some PD time to allow teachers to call the homes of	N/A			0	\$0.00

							Chronically absent students.					
Welcoming school culture	Attendance		Weekly	Other	4/3/2014	165SQI2D326	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		Weekly	Attendance Team	4/3/2014	165SQI2D325	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.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress (Standard 3.1) [[2012-2013: Sustaining](#)]
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning (Standard 3.2) [[2012-2013: Sustaining](#)]
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice (Standard 3.4) [[2012-2013: Refining](#)]

2012-13 Summative Data and 2013-14 Progress Monitoring 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

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring 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.

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Significantly	State tests				4/4/2014	165SQI3A6860	Professional	N/A			0	\$0.00

improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.							development for teachers for Common Core aligned reading/writing workshop instruction.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	CELDT				4/4/2014	165SQI3A6861	RALLI training and support for the integration of effective English language reading support in Readers/Writers Workshop.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQI3A6862	Differentiated phonics materials, development and implementation	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQI3A6863	ELP academic instructors and Intervention support for struggling readers	N/A			0	\$0.00
Significantly improve quality and	State tests				4/4/2014	165SQI3A6864	Teacher Extended Contract to	N/A			0	\$0.00

consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.							organize leveled libraries in every classroom and accountable systems (ie Accelerated Reader) for independent reading.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQI3A6865	Develop schedules and tools for teachers to implement Readers/Writers Workshop, CCSS math units/lessons.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQI3A6866	Define expectations for BAL implementation or Literacy across the Curriculum and quality student-student discourse and group work.	N/A			0	\$0.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)				4/4/2014	165SQI3A6867	Create systems and structure for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	N/A			0	\$0.00
Significantly improve quality and consistency of teacher	State tests		Weekly	Principal	4/4/2014	165SQI3A6868	ILT Extended Contract to develop expectations, schedules and	7400-QEIA			0	\$12,000.00

practice and student performance in Balanced Literacy and Literacy Across the Curriculum.							tools for teachers to implement CCCG, Math Tasks, FOSS hands-on Science and Non-Fiction Text.					
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	4/4/2014	165SQI3A6869	Use subs to release Teacher Leaders and key staff and parent leaders to visit other schools to observe and learn from instruction, school culture and family engagement practices.	7400-QEIA	4399-SURPLUS		0	\$15,750.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQI3A6870	Use sub to provide release time for PLCs, curriculum planning, lesson/unit design and/or data cycle	7400-QEIA	4399-SURPLUS		0	\$15,750.00
Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Literacy Across the Curriculum.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	4/4/2014	165SQI3A6871	Leveled reading books and other materials needed to support teachers development and usage of the reading writing workshop instructional model.	7400-QEIA	4310-SUPPLIES		0	\$20,062.78
Significantly improve quality and consistency of teacher	Local assessments (benchmarks, PWA)		Weekly	Principal	4/4/2014	165SQI3A6881	Systematic and timely reading support is provided to students	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$48,297.86

practice and student performance in Balanced Literacy and Literacy Across the Curriculum.							throughout the day.					
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Survey data (CHKS, etc.)		Weekly	Other	4/6/2014	165SQI3A7142	Community Relations Asst serves as School Culture Team member to align family engagement work and school culture priorities	N/A			0	\$0.00
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Local assessments (benchmarks, PWA)		Every Semester	Leadership Team	4/6/2014	165SQI3A7144	Teacher co-plan and host workshops with families to share student progress with families and to teach and practice academic support strategies for use at home	N/A			0	\$0.00
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to	State tests		Monthly	Community Engagement Lead	4/6/2014	165SQI3A7145	Monthly Parent Leader meetings to train AWE parents on how to best serve their children and the AWE community.	N/A			0	\$0.00

support reading, student goals.												
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Local assessments (benchmarks, PWA)		Monthly	Community Engagement Lead	4/6/2014	165SQI3A7146	Community Relations Ast to model for parents effective supports for English Language Learner students and strategies to boost confidence and application to studies.	N/A			0	\$0.00
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Discipline/CSC		Weekly	Community Engagement Lead	4/6/2014	165SQI3A7147	Community Relations Ast. to support SDC teacher in engaging families of Special Needs students.	N/A			0	\$0.00
Release teachers to observe classrooms and to support the implementation of professional learning communities.	State tests		End of Year	Principal	4/3/2014	165SQI3A2709	The teachers are provided with sub release time to develop their practice by observing and being observed.	N/A			0	\$0.00
Instructional Leadership Team (ILT)	State tests	SQIS Target Group	Weekly	Principal	6/3/2014	165SQI3A7956	Instructional Leadership Team (ILT) sets professional development scope and sequence.	N/A			0	\$0.00
Six Week	Local	SQIS	Monthly	Principal	6/3/2014	165SQI3A7957	Six week cycles	N/A			0	\$0.00

Cycles of Inquiry and Data Meetings	assessments (benchmarks, PWA)	Target Group					of inquiry (Plan, implement, reflect) with content focus and sharing of learning at the end.					
Grade Level Team Collaboration	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	6/3/2014	165SQI3A7958	Weekly grade-level meetings to analyze results of common weekly assessment, reflect on practice and adjust instruction	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.

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 (Standard 4.2) [[2012-2013: Sustaining](#)]
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well (Standard 4.6) [[2012-2013: Developing](#)]
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7) [[2012-2013: Sustaining](#)]

2012-13 Summative Data and 2013-14 Progress Monitoring Data

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

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- AWE parents have demonstrated autonomy and self advocacy through their organizing to garner traffic safety support from the City and District.
- Our Friday Assemblies attract a large number of parents to the school weekly
- On average 15-20 parents participate in our daily Zumba class.
- AWE parents have attended our adult computer classes at high levels, and currently teach the course themselves.

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.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Uniform Complaints	Reduce the number of staff and parent level I uniform complaints by 5% annually	

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Survey data (CHKS, etc.)		Weekly	Other	4/6/2014	165SQ4A7142	Community Relations Asst serves as School Culture Team member to align family engagement work and school culture priorities	N/A			0	\$0.00
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Local assessments (benchmarks, PWA)		Every Semester	Leadership Team	4/6/2014	165SQ4A7144	Teacher co-plan and host workshops with families to share student progress with families and to teach and practice academic support strategies for use at home	N/A			0	\$0.00
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	State tests		Monthly	Community Engagement Lead	4/6/2014	165SQ4A7145	Monthly Parent Leader meetings to train AWE parents on how to best serve their children and the AWE community.	N/A			0	\$0.00
Families are	Local		Monthly	Community	4/6/2014	165SQ4A7146	Community	N/A			0	\$0.00

engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	assessments (benchmarks, PWA)			Engagement Lead			Relations Ast to model for parents effective supports for English Language Learner students and strategies to boost confidence and application to studies.					
Families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading, student goals.	Discipline/CSC		Weekly	Community Engagement Lead	4/6/2014	165SQ4A7147	Community Relations Ast. to support SDC teacher in engaging families of Special Needs students.	N/A			0	\$0.00
Supplies and learning materials to support English Language Learners.	CELDT		Weekly	Principal	4/3/2014	165SQ4A5588	Purchase EL focused materials and supports for our English Language Learners	N/A			0	\$0.00
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 Common Core State Standards	State tests		End of Year	Principal	4/3/2014	165SQ4A5599	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	N/A			0	\$0.00

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 Common Core State Standards	State tests		End of Year	Principal	4/3/2014	165SQ4A5600	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	N/A			0	\$0.00
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		End of Year	Principal	4/3/2014	165SQ4A5602	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 Common Core State Standards	N/A			0	\$0.00
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ4A7154	Adopt approaches that create access for ELs including RESULTS/RALLI, Constructing Meaning.	N/A			0	\$0.00
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ4A7156	Create systems and structure for monitoring formative and summative data of EL progress including data conferences, data walls, student goal setting protocols. Use EL roster to group	N/A			0	\$0.00

							students for targeted instruction and support					
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ4A7157	Work with LCIEEL Unit to use ELL Shadowing Protocol to conduct deep data analysis, observe EL experience and to create action plan.	N/A			0	\$0.00
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ4A7158	Work with LCIEEL Unit to use ELL Shadowing Protocol to conduct deep data analysis, observe EL experience and to create action plan.	N/A			0	\$0.00
Develop strategies to support English Language Learners.	CELDT	English Learners & Redesignated	Weekly	Leadership Team	4/6/2014	165SQ4A7159	Community Relations Ast to model for parents effective supports for English Language Learner students and strategies to boost confidence and application to studies.	N/A			0	\$0.00
Encourage healthy family nutrition and healthy eating habits	Health data		End of Year	Community Partner	4/3/2014	165SQ4A4123	Partner with Alameda County to provide parents with nutritional information.	N/A			0	\$0.00
Rehire family and community coordinator to help provide our parents and community members with workshops and leadership opportunities.	Attendance		End of Year	Other	4/3/2014	165SQ4A2719	Provide families and community members with leadership opportunities to support their students academic success.	N/A			0	\$0.00
Provide food and drinks for	Survey data (CHKS, etc.)		Monthly	Principal	4/4/2014	165SQ4A2724	Food and drinks will be provided	790-Unrestricted	4311-MEETING REFRESHMENTS		0	\$3,440.00

family meetings such as SSC and morning coffee chats.							for SSC meetings.	EIA-SCE Support				
Provide food and drinks for family meetings such as SSC and morning coffee chats.	Survey data (CHKS, etc.)		Monthly	Principal	4/4/2014	165SQ4A6886	Food and drinks will be provided for parent academic workshops.	9901-Title I-Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,560.75
Encourage healthy habits for AWE families.	Survey data (CHKS, etc.)		End of Year	Principal	4/3/2014	165SQ4A4122	We provide a daily Zumba class to help AWE parents remain active and healthy	N/A			0	\$0.00
Encourage healthy habits for AWE families.					4/3/2014	165SQ4A5493		N/A			0	\$0.00
Recruit parents to support health and fitness.	Health data		End of Year	Principal	4/3/2014	165SQ4A4125	Parent volunteer system to help support school fresh fruit program and snack bar.	N/A			0	\$0.00
Hold Back to School Night	Attendance		End of Year	Grade level/Department Team	4/3/2014	165SQ4A4126	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.)		Monthly	Other	4/3/2014	165SQ4A4127	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.)		Weekly	Clerical staff	4/3/2014	165SQ4A4128	Homework/family communication folders that are sent home weekly	N/A			0	\$0.00
School/family communication	Survey data (CHKS, etc.)		Monthly	Other	4/3/2014	165SQ4A4129	Monthly AWE calendar and family newsletter.	N/A			0	\$0.00
Workshops for parents	Attendance		Monthly	Principal	4/3/2014	165SQ4A4130	Teacher led Academic Parent workshops (fluency workshop and cst prep	N/A			0	\$0.00

							workshops for families) provided through out the year.					
Workshops for parents	Attendance		Every Semester	Community Partner	4/3/2014	165SQ4A4131	Parenting and diversity training provided by Our Family Coalition.	N/A			0	\$0.00
Monthly School Site Council Meeting	Attendance		Monthly	Principal	4/3/2014	165SQ4A4132	Monthly SSC meeting to discuss and vote on decisions to improve the AWE learning experience.	N/A			0	\$0.00
Encourage parent volunteers	Attendance		End of Year	Other	4/3/2014	165SQ4A4134	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		Weekly	Principal	4/3/2014	165SQ4A5964	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		Monthly	Principal	4/3/2014	165SQ4A5965	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
Supporting and encouraging healthy eating and lifestyles for al AWE families.	Health data		Monthly	Principal	4/3/2014	165SQ4A5966	Partnership with Acta 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 al AWE families.	Health data		Monthly		4/3/2014	165SQ4A5967	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...

- shares school improvement and decision-making with students and their families (Standard 5.2) [\[2012-2013: Developing\]](#)
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities (Standard 5.5) [\[2012-2013: Sustaining\]](#)
- guides and supports the development of quality instruction across the school (Standard 5.6) [\[2012-2013: Sustaining\]](#)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability (Standard 5.9) [\[2012-2013: Sustaining\]](#)
- develops systems and allocates resources in support of the school's vision (Standard 5.10) [\[2012-2013: Sustaining\]](#)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals (Standard 5.11)

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring 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.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Budget Expenditures	Ensure school expenditures remain within +/-100% of the site finalized general purpose and categorical budget	

Strategic Priority Improvement Strategies

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Preschool/TK Transition to Kinder	Attendance	Students Transitioning In/Out	End of Year	Community Engagement Lead	6/3/2014	165SQI5A7953	TK and exiting Pre-K students tour Acom Woodland Kinder	N/A			0	\$0.00

							classrooms.					
Preschool/TK Transition to Kinder	Attendance	Students Transitioning In/Out	Every Marking Period	Community Engagement Lead	6/3/2014	165SQI5A7954	Hold Options Tour for nearby CDCs so families can attend Community Meeting, meet with principal and family coordinator.	N/A			0	\$0.00
Preschool/TK Transition to Kinder	Other (OCR, etc)	Students Transitioning In/Out	End of Year	Community Engagement Lead	6/3/2014	165SQI5A7955	Baseline assessments for incoming EL Pre-K and parent intake meeting	N/A			0	\$0.00
Monthly SSC meetings to monitor implementation of current plan, student achievement, and prepare future plans.	Attendance		Monthly	Principal	4/3/2014	165SQI5A4094	Monthly SSC meetings to monitor implementation of current plan, student achievement, and prepare future plans.	N/A			0	\$0.00
Meeting weekly with AWE Leadership Team to monitor and adjust instructional professional development plans.	Local assessments (benchmarks, PWA)			Leadership Team	4/3/2014	165SQI5A4096	Meeting weekly with AWE 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)		Monthly	Leadership Team	4/3/2014	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	Local assessments (benchmarks, PWA)		Weekly	Grade leve/Department Team	4/3/2014	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	N/A			0	\$0.00

Instruction							Instruction					
End of Year Academic Exposition Event with families / community members to share current student academic investigations and presentations.	Attendance		End of Year	Principal	4/3/2014	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		Every Semester	Principal	4/3/2014	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 monthly meetings with COST Team to monitor and adjust intervention / mental health / family health programs.	Attendance		Monthly	Other	4/3/2014	165SQI5A4101	Development and coordination of monthly 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		Every Marking Period	Attendance Team	4/4/2014	165SQI5A4102	SART meetings led by Principal and Attendance Clerk to prevent and interrupt chronic absenteeism.	N/A			0	\$0.00
SART meetings led by Principal and Attendance Clerk to prevent and interrupt chronic absenteeism.	Attendance		Weekly	Attendance Team	4/4/2014	165SQI5A6858	Rehire Attendance Clerk to support the elimination of student truancy.	N/A			0	\$0.00
Monthly meeting with Attendance Clerk to review current attendance data	Local assessments (benchmarks, PWA)		Monthly	Attendance Team	4/3/2014	165SQI5A4103	Monthly meeting with Attendance Clerk to review current attendance data	N/A			0	\$0.00

and trends.							and trends.					
Weekly meetings with Administrative Assistant to monitor and adjust operational plans.	Survey data (CHKS, etc.)		Weekly	Principal	4/3/2014	165SQI5A4104	Daily meetings with 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.					4/3/2014	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
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	\$168,615.75	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$168,615.75	

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	\$65,772.81	
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	\$1,560.75	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$67,333.56	

Appendices

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

School Year: 2014-2015

Comprehensive School Safety Plan

(Education Code Section 32280-32288)

LEROY GAINES
Principal

James William, OUSD interim Chief of Police
Marcus Silvi, State and Federal Compliance
Jenny Wong, Emergency Preparedness Manager

Introduction

Each school district and county office of education is responsible for the overall development of all school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. The ***OUSD Comprehensive District Safety and Climate Plan*** brings together all of the elements of school safety to help meet our goal of providing a safe environment, both physical and social/emotional, that is conducive to learning. The district safety plan is used as a framework to assist site administrators with the development of their ***School Safety Plan***. As a framework, we encourage site Administrators to enhance and expand their site safety plans that is specific to their site's safety needs.

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 (Standard 2.1) [[2012-2013: Sustaining](#)]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [[2012-2013: Developing](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [[2012-2013: Developing](#)]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences (Standard 2.6) [[2012-2013: Sustaining](#)]

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Planning for Special Needs Students

Section 1: School Safety / Climate Team

The school site safety team or committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, other members if desired. (Ed Code 32281)

Site Responsibilities:

1. Establish School Safety/Climate Team
2. Update your site map including evacuation routes
3. Create a School Site Safety Plan including:
 - Strategies for improving school safety/climate: goals, data, timeline, evaluation
 - Fire Earthquake Drill Schedule - Once per month at the elementary and middle school level, and two times per year at the high school
 - Lockdown Drill - Twice per year (once a semester)
 - Update School Phone Tree
4. Update the templates in this section of the plan to reflect current areas of responsibilities at your site: (1) Incident Command Team, (2) Goals, Strategies and Activities for School Climate and Physical Environment
5. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved it's development.
6. Submit your Site Safety Plan to the Oakland School Police Department for review and Board submission/approval.

- **Principal or Designee:** LEROY GAINES - PRINCIPAL ELEMENTARY SMALL
- **Teacher:** PAM ADAIR - 10 MONTH CLASSROOM TSA
- **Classified:** CLAUDIA ROBLES - ATTENDANCE CLERK
- **Parent Representative:** Raul Garcia - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
• Principal:	LEROY GAINES - PRINCIPAL ELEMENTARY SMALL	413-210-9786	510-639-3344	413-210-9786
• Assistant Principal:	NA			
• Custodian:	CAROLYN MAJOR - CUSTODIAN	510-639-3344	510-639-3344	
• Secretary/Other:	CLAUDIA ROBLES - ATTENDANCE CLERK	510-407-4833	510-639-3344	

Section 2: School Safety Plan Goals

The school safety committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 32282)

To be considered:

- Office referrals
- Suspensions
- Expulsions
- Attendance
- Notice of Truancy Letters
- CHKS student and staff data results
- California Safe Schools Assessment
- Surveys
- Observations
- Student and Parent input
- Staff input; including School Safety Officers

Based on data analysis, the Safety/Climate Team identifies one or two safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. **At least one goal must be based on current school crime statistics.**

Must address the following areas:

- Discipline
- Voluntary Resolution Plan & Equity Issues
- Attendance
- Parent Involvement

Goal 1: Reduce physical altercations and incidents of bullying.

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

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

- Strategy Use our Buddy Reading program to build caring relationships and student to student mentoring.
2.1:

- **Strategy** Teach student leadership through our student leadership classes during our after school program.
2.2:

Section 3: Safety Policies & Procedures

Policies and Procedures

Child Abuse

Sexual Assault (Child assaulted on or near school property):

Accompany victim to safe place at school and remain with her/him
Protect evidence of sexual assault
Notify Child Protective Services (CPS), and Police without delay
Notify district police and school nurse or appropriate staff immediately

Sexual Abuse (Suspicion of past sexual incidents):

Notify CPS and describe evidence
Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
Leave notification of family to CPS or the Police

Do not Destroy Evidence of Sexual Abuse:

Do not wash clothes or victim's body or underwear. Do not have victim undress.
Do not allow victim to wash or wipe body
Do not wipe away dirt, semen or dried blood
Stay with the victim and reassure her/him of safety

Suspected Physical Abuse or Significant Neglect:

Notify appropriate staff and CPS immediately.
Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
Notify immediate director/supervisor

Child Protective Services (CPS) Crisis Line (510) 259-1800

Remember: Failure to report a suspected incident of child abuse, within 48 hours can result in criminal prosecution. Protect the victim and protect yourself.

Sexual Harassment

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the

principal, district administrator or Superintendent to obtain procedures for filing a complaint. Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Suspension & Expulsion/Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Student Due Process

The Board does not support a zero tolerance approach. The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code [48900\(a\)](#))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code [48900\(a\)](#) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code [48900\(q\)](#))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code [48900\(b\)](#))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind. (Education Code [48900\(c\)](#))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code [48900\(d\)](#))

5. Committed or attempted to commit robbery or extortion. (Education Code [48900\(e\)](#))

6. Caused or attempted to cause damage to school property or private property. (Education Code [48900\(f\)](#))
7. Stole or attempted to steal school property or private property. (Education Code [48900\(g\)](#))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code [48900\(h\)](#))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code [48900\(i\)](#))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code [11014.5](#). (Education Code [48900\(j\)](#))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code [48900\(k\)](#))
12. Knowingly received stolen school property or private property. (Education Code [48900\(l\)](#))
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code [48900\(m\)](#))
14. Committed or attempted to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#) or [289](#), or committed a sexual battery as defined in Penal Code [243.4](#). (Education Code [48900\(n\)](#))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code [48900\(o\)](#))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code [48900\(p\)](#))
17. Engaged in, or attempted to engage in, hazing as defined in Education Code [32050](#). (Education Code [48900\(q\)](#))
18. Made terrorist threats against school officials and/or school property. (Education Code [48900.7](#))

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code [212.5](#) (Education Code [48900.2](#))
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code [233](#) (Education Code [48900.3](#))
21. Intentionally engaged in harassment, threats or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code [48900.4](#))

Nondiscrimination/Harassment

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code [48900](#))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California

Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Board of Education seeks to provide educational experiences which assure that students are academically prepared, that they accept civic and social responsibilities and that they are qualified for future entry into the work place. The clothing and accessories worn by students and staff should reflect the serious goals of an academic environment.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

In accordance with the California Constitution, all students and staff of public primary, elementary, junior high and senior high schools have a right to attend campuses which are safe, secure and peaceful. Where there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the Board of Education authorizes the principal, staff and parents/guardians at the school to establish a reasonable dress code that prohibits students from wearing gang-related apparel.

Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Employee Security

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution. The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. *Pursuant to Education Code 49334, school employees who notify law enforcement regarding students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution.*

School Site Emergency Supplies

PURPOSE: every classroom should have a yellow stormcase iM2500 emergency roll kit. The equipment provided should only be used **in the event of a disaster emergency**, do not open the sealed box inside the kit. The contents are adequate to sustain a classroom of 25 students until more help arrives.

CONTENTS INCLUDE:

- 60 Individually Wrapped Water Packets.
- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- Basic First Aid Kit General supplies are provided with a First Aid Guidebook.

- 6-Mylar Blankets ? (1) blanket is included in the Sanitation Kit to be used as a privacy screen. (5) separately packed 52? x 84? blanket ? use for first aid, to cover broken windows, slow smoke or dust seeping through air vents, or group students together to provide warmth.
- Two 10-Hour Light Sticks In the event of a power outage or if students are entrapped through the night, the light sticks will provide enough light for the teacher in charge to keep the group secure.
- One Sanitation Kit including:
 - 6-Trash Bag Liners
 - 1-Bio-Hazard Bag
 - 6-Cleansing Wipes
- Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.
- One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of long term entrapments or lockdowns. Complete instructions are provided.

Monthly Emergency Radio Testing

Monthly emergency radio testing is on the first Wednesday of every month at 9:00 am. Emergency radio should be on Channel 1, OUSD Area A. When your school name is called, please respond with the following script:

"This is {your name} responding for {school name} elementary, middle or high school. Our OUSD LID # is ____ {this can be found at the bottom of radio} - we are all clear."

Section 4: Emergency Disaster Procedures and Drills

Earthquake Procedures

In the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground. You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position. You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not re-enter buildings until it is determined safe to do so.

While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris.

Fire Procedures

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- Call 9-1-1**, identify problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

- P Pull safety pin from the handle
- A Aim at the base of the fire
- S Squeeze the trigger handle
- S Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command.
- Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify State Administrator's Office of incident.

Emergency Lockdown

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District.

The announcement will be: "MR. (school name), PLEASE COME TO THE PRINCIPALS'S OFFICE!" A messenger must be sent to outdoor fields and tracks. Upon hearing this announcement, the following steps must be implemented:

- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Staff without students will report to the office for instruction or as otherwise directed.

- Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
- Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
- When the emergency is over, a coded "all clear" will be announced.
- The Crisis Response Team will meet to determine needs of school.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

Shelter-in-Place

When instructed or when an alerting system triggers to shelter-in-place, please:

- SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
 - Students should also be advised to do the following when possible:
 - Select rooms on higher floor levels and avoid basements.
 - Select an internal room or a room with as few windows as possible.
 - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
- SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.
- LISTEN.** Remain quiet to hear critical instructions from school officials.

Section 4: Emergency Lockdown

Mr. Woodland please come to the office.

Section 4: Fire and Earthquake Drill Schedule

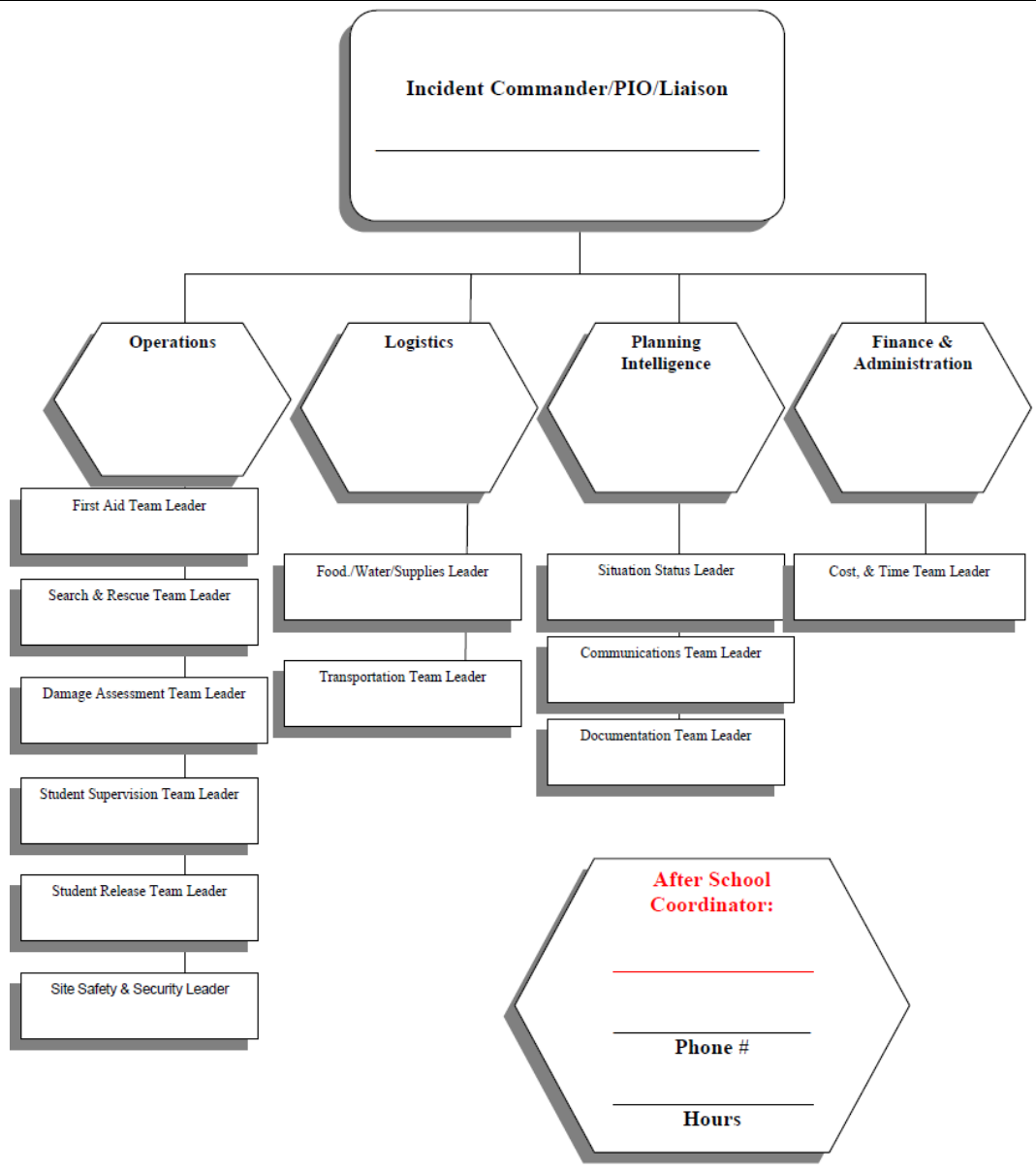
Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/2/2014	11:10 AM	Both
October	10/6/2014	11:10 AM	Both
November	11/3/2014	11:10 AM	Both
December	12/1/2014	11:10 AM	Both
January	1/5/2015	11:10 AM	Both
February	2/2/2015	11:10 AM	Both
March	3/2/2015	11:10 AM	Both
April	4/6/2015	11:10 AM	Both
May	5/4/2015	11:10 AM	Both
June	6/1/2015	11:10 AM	Both

Lockdown Drill Schedule

Date	Time
Fall 9/8/2014	12:00 PM
Spring 1/12/2015	12:00 PM

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number.

LEROY GAINES

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the ADA (Americans with Disabilities Act of 1990), individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Plan for people with disabilities (ADA) **N/A** (Note: If you do not have any special needs populatoins at your school, please click NA box.)

Please include the following information: 1) How many students with disabilities are there? 2) Where are they located? 3) Description of disabilities. 4) Any other relevant info

MONIQUE LACOUR

REBECA DE LA TORRE

F. LUIS-LLAGUNO

CECILIA MARTINEZ

CLAUDIA ROBLES

KIMBERLY PLAGENZA

F. LUIS-LLAGUNO

CECILIA MARTINEZ

CLAUDIA ROBLES

GARGI GANGOPADHYAY

KIM SHARRAR

MARISA VILLEGAS

SARAH DORWITZ

BRIGID BROWN

REINADO OLIVER

Mia Peterson

(Max Length: 500)

Special Needs Population In Detail. List the specific number of each special needs type on site.

Special Needs Type	Abbreviation	Total	Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	<input type="text" value="0"/>	Hard of Hearing	HH	<input type="text" value="0"/>
Deaf	DEA	<input type="text" value="0"/>	Speech & Language Impairment	SLI	<input type="text" value="0"/>
Visually Impaired	VI	<input type="text" value="0"/>	Emotionally Disturbed	ED	<input type="text" value="0"/>
Orthopedically Impaired	OI	<input type="text" value="0"/>	Other Health Impaired	OHI	<input type="text" value="0"/>
Specific Learning Disability	SLD	<input type="text" value="0"/>	Deaf / Blind	DB	<input type="text" value="0"/>
Multipally Disabled	MD	<input type="text" value="0"/>	Traumatic Brain Injury	TBI	<input type="text" value="0"/>
Est Medical Disability	EMD	<input type="text" value="0"/>			

2:55 - 6:00 pm

Determine proper signage and equipment.

(What equipment and signage is on-site to help people with disabilities?)

Handicap parking,

(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Training staff to assist individuals with disabilities.			
Name:	N/A	Title:	N/A
Name:	N/A	Title:	N/A
Name:	N/A	Title:	N/A

Emergency Evacuation: Principal's checklist

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system or send message runner.
- Telephone emergency service personnel:
 - **9-911**
 - **Superintendent's office**
 - **Utilities**

Activate key personnel to:

- Attend to the injured.
- Assure complete evacuation and student/staff are accounted for.
- Ensure special needs students are evacuated accordingly.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or designee/Assistant Superintendents approval for school closure if damage cannot be immediately restored or repaired.
- If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

Emergency Evacuation: Employees checklist

- Upon emergency alert, secure work area as advised and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- If dismissed, inform Principal of departure.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal.

Emergency Evacuation: Teachers checklist

- Upon alert, assemble students for evacuation using designated routes and account for all students
- Secure room as advised
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Principal.
- Debrief students to calm fears about the evacuation.

If it is necessary to evacuate to another school or relief center, the Principal will:

- Contact the Superintendent or designee.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Student Release Procedures

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.
3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as

per normal absences/release procedures.

5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whom the student is being released and address or destination.

If the emergency situation does not extend beyond normal school hours, students will be released as usual at the end of the school day.

Section 6: On Campus Evacuation Map

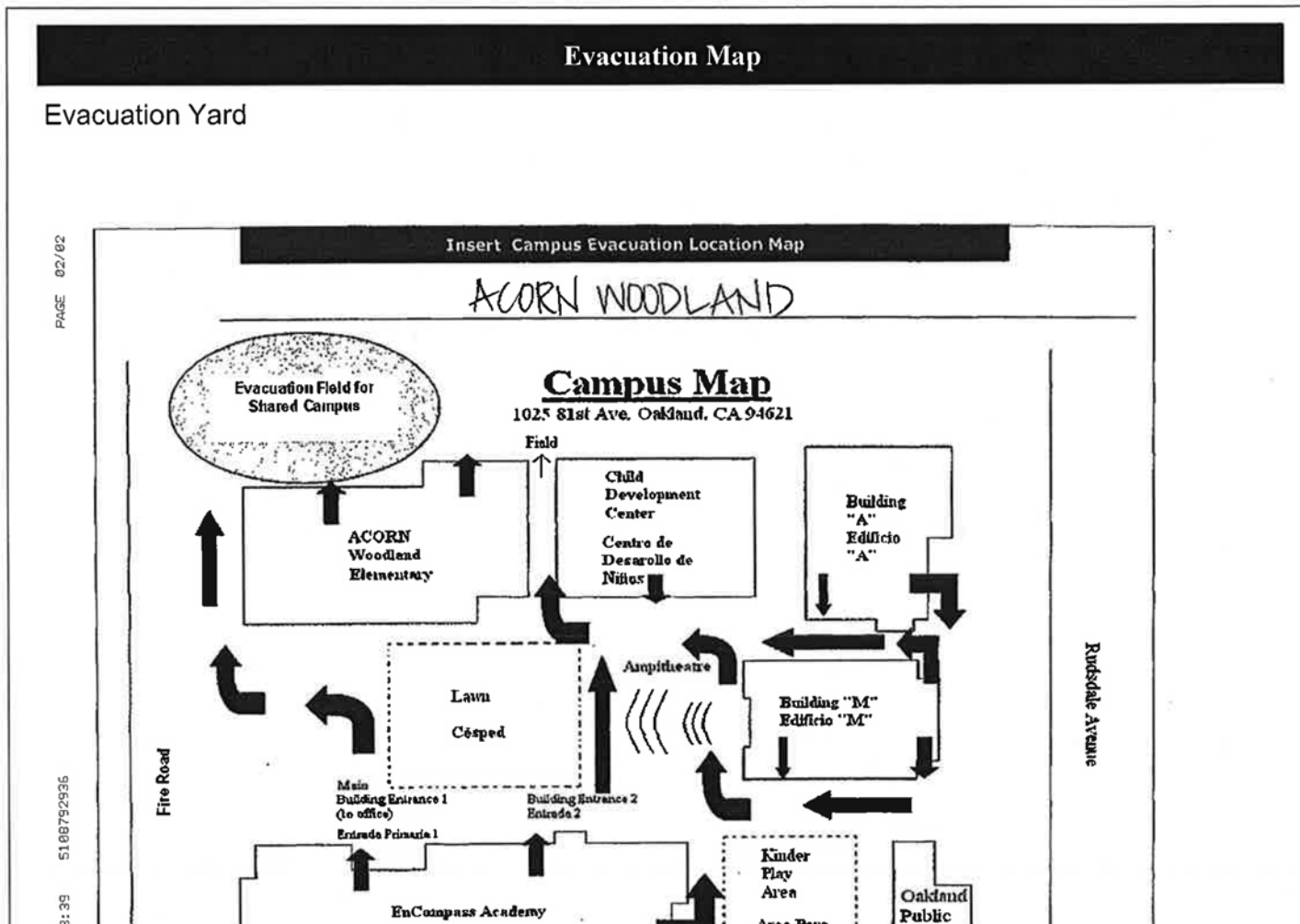
Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Assembly Location

Describe on-campus evacuation/assembly location.

Evacuation Yard

- Upload Copy of Map
- Use Last Years Map



12/01/2011

Fire Road
Entrance

Jagar de
Kinder

Section 6: Off Campus Evacuation Map

Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

Off-Campus Evacuation/Assembly Location

a-1. Description/Name of location

Oakland Public Library/ 81st Ave Branch

Establish a memorandum of agreement with the evacuation site.

Name of person or organization memorandum was established with

Oakland Public Libraries

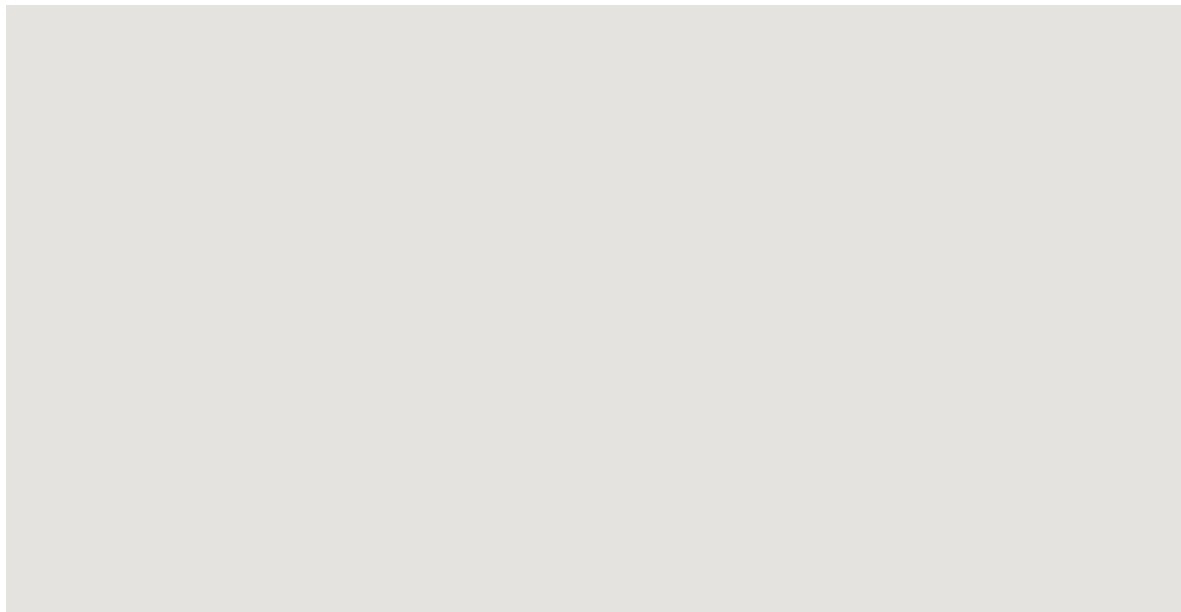
C. Enter Date of Agreement

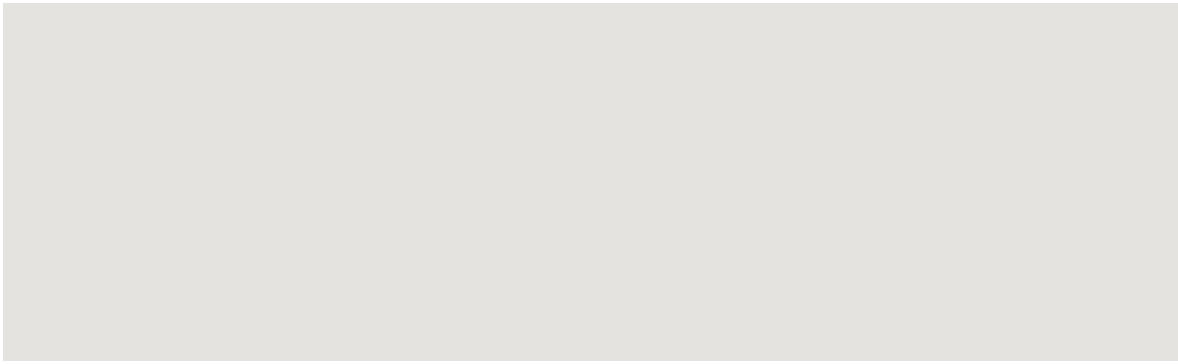
6/24/2013

a-2. Please enter the Street Address of the Off-Site Campus Evacuation Location. Please don't enter the city, state, or zip code.

A. School Street Address: 1025 81st Avenue, Oakland, CA

B. Evacuation Street Address: 1021 81st. Ave, Oakland, CA

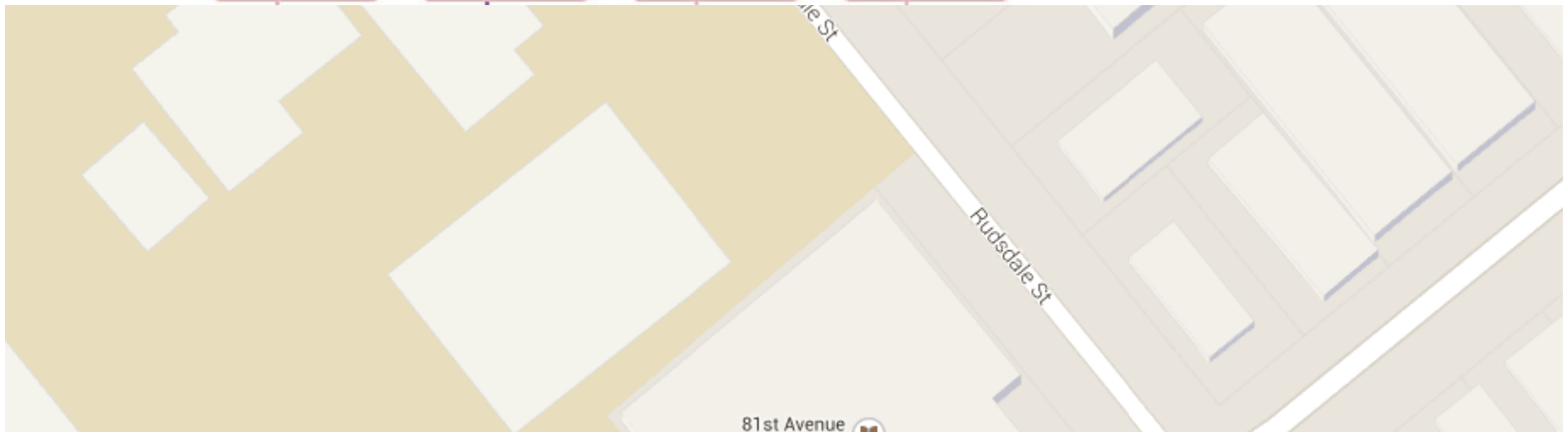
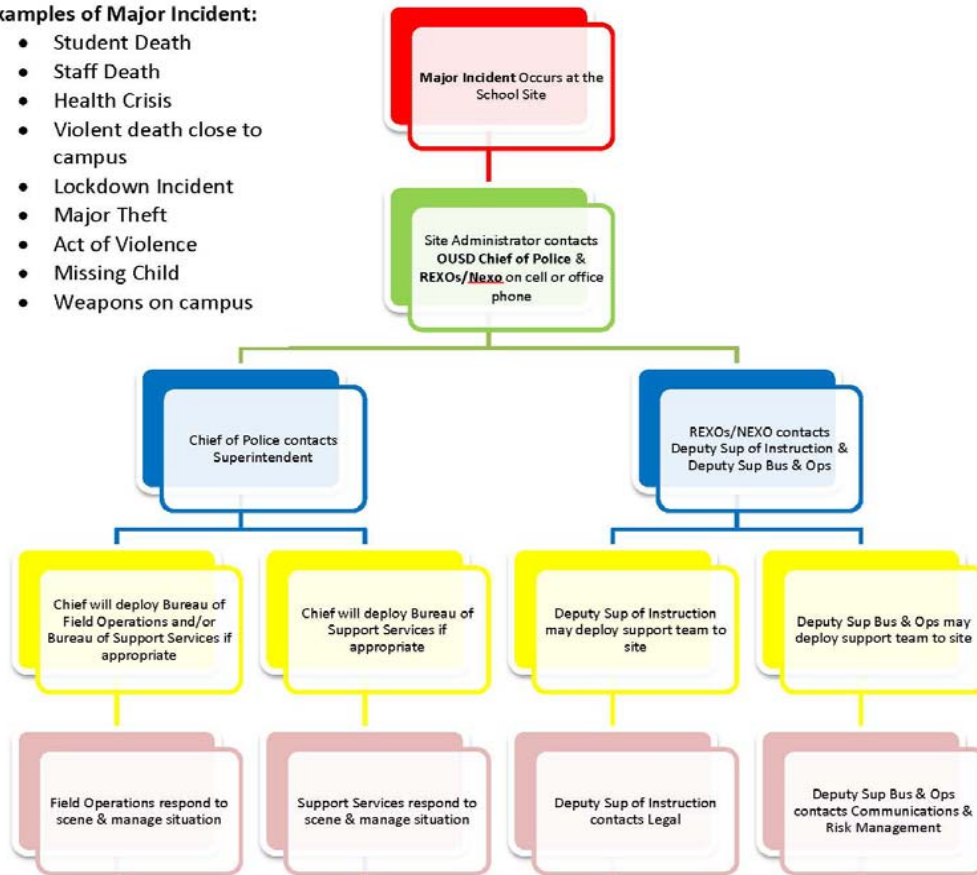


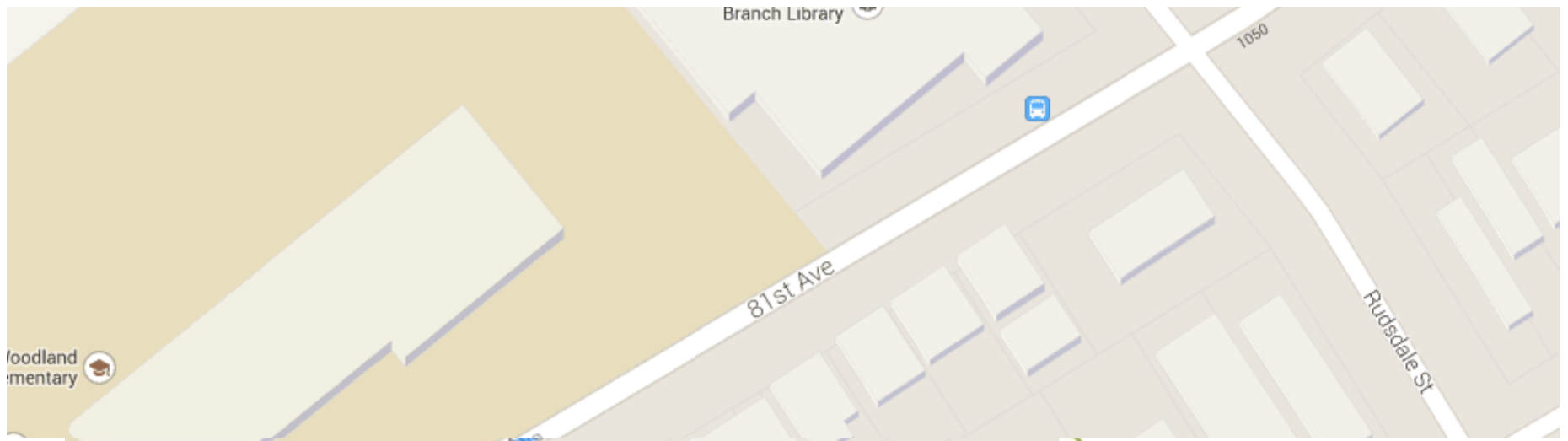


Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

Examples of Major Incident:

- Student Death
- Staff Death
- Health Crisis
- Violent death close to campus
- Lockdown Incident
- Major Theft
- Act of Violence
- Missing Child
- Weapons on campus





Last edited by Oakland School Police Department, July 2013

AFTER SCHOOL PROGRAM

It is important to have a comprehensive safety plan that covers all programs on your school site during regular school hours (8:00 am – 3:00 pm) as well as after school hours (3:00 – 6:00 pm.) Please work with your 'after school coordinator' on the safety planning details to include students in after school programs.

After School Coordinator Name/Contact 1	Name: Phone:
After School Coordinator Name/Contact 2	Name: Phone:
Hours of Operation:	
# of staff:	
# of students:	
# of special needs students:	
# of special needs coordinators:	

Primary on-campus evacuation location:	
Secondary off-campus evacuation location:	
Notification sent to Parents: Yes / No	i.e. flyer, newsletter, mailer, etc. :
Emergency Staff Notification Method:	i.e. PA system, mass text, other, etc.

Student reunification policy established?	Yes / No (if no, please develop & attach policy)
	Yes / No (if no, please follow these 2 links to complete online: IS-100.SCa Introduction to the

<p>Has 'after school staff on safety team' completed the mandatory ICS 100/200 training?</p>	<p>INCIDENT COMMAND SYSTEM FOR SCHOOLS http://training.fema.gov/EMIWeb/IS/IS100SCA.asp IS-200.b (ICS 200) ICS for Single Resources and Initial Action Incidents http://training.fema.gov/emiweb/is/is200b.asp</p>
<p>After School Safety team established?</p>	<p>Yes / No</p>
<p>List safety team members name:</p>	<p>Safety team member 1: _____ Safety team member 2: _____ Safety team member 3: _____ Safety team member 4: _____ Safety team member 5: _____</p>

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

The after school coordinator shall hold at least two fire and two earthquake drills every school year. Sites are strongly encouraged to conduct both Earthquake and Fire drills on the same day when possible.

MONTH	Type of Drill	DATE	TIME
September			
October			
November			
December			
January			
February			
March			
April			
May			

*NOTE: Please check this box if your site will be conducting both Earthquake & Fire drills on the same day.

Lockdown Drill Schedule – *After School Program*

The after school coordinator shall hold two lockdown drills every school year at elementary, middle and high school level.

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form

Month _____

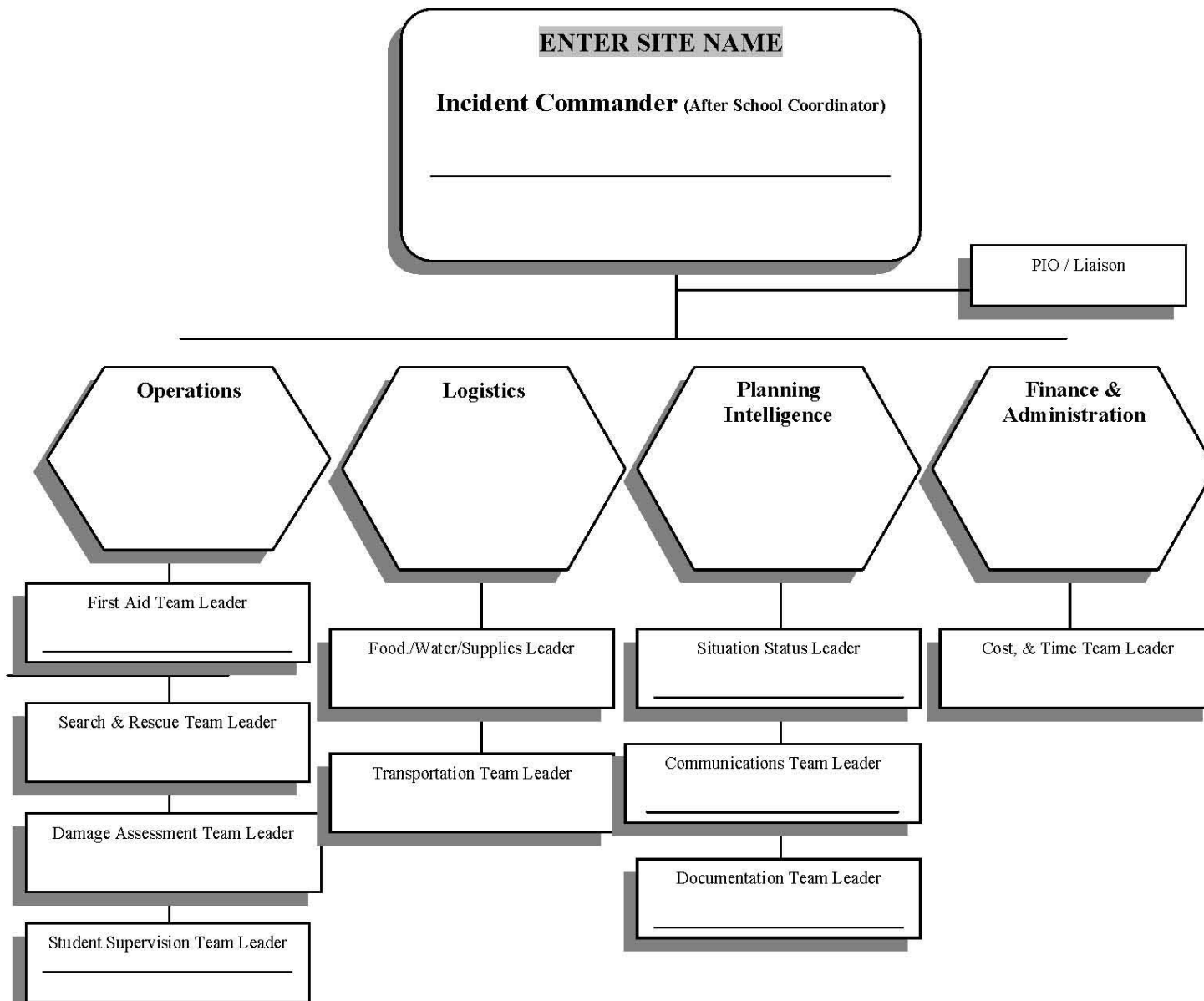
Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			

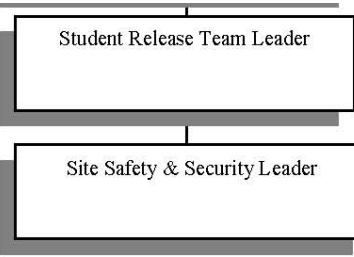
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature: _____ Date: _____

Please return the completed drill form with signature to Jenny Wong, Emergency Preparedness Program Manager via email at jenny.wong@ousd.k12.ca.us or fax 510.874.7787.

AFTER SCHOOL PROGRAM





Safety Plan Appendix

School Safety Plan

APPENDIX: Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Safety for Special Needs Populations

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Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

American with Disabilities Act

Title 29 CFR Part 36 implements Title III of the Americans with Disabilities Act of 1990 (42 U.S.C. 12181), which prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established by this part.

Roles and Responsibilities

One of the most important roles of local government is to protect their citizenry from harm, including helping people prepare for and respond to emergencies. Making local government emergency preparedness and response programs accessible to people with disabilities is a critical part of this responsibility. Making these programs accessible is also required by the Americans with Disabilities Act of 1990 (ADA).

Planning

If you are responsible for your community's emergency planning or response activities, you should involve people with disabilities in identifying needs and evaluating effective emergency management practices. Issues that have the greatest impact on people with disabilities include notification, evacuation, emergency transportation, sheltering, access to medical care and medications, access to their mobility devices or service animals while in transit or at shelters, and access to information.

In planning for emergency services, you should consider the needs of people who use mobility aids such as wheelchairs, scooters, walkers, canes or crutches, or people who have limited stamina. Plans also need to include people who use oxygen or respirators, people who are blind or who have low vision, people who are deaf or hard of hearing, people who have a cognitive disability, people with mental illness, and those with other types of disabilities.

Action Step:

Solicit and incorporate input from people with different types of disabilities (e.g. mobility, vision, hearing, cognitive and other disabilities) regarding all phases of your emergency management plan (preparation, notification, response, and clean up).

Notification

Many traditional emergency notification methods are not accessible to or usable by people with disabilities. People who are deaf or hard of hearing cannot hear radio, television, sirens, or other audible alerts. Those who are blind or who have low vision may not be aware of visual cues, such as flashing lights. Warning methods should be developed to ensure that all citizens will have the

....., appropriate, safety
combination of methods will be more effective than relying on one method alone. For instance,
combining visual and audible alerts will reach a greater audience than either method would by itself.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Action Step:

Provide ways to inform people who are deaf or hard of hearing of an impending disaster if you use emergency warning systems such as sirens or other audible alerts. When the electric power supply is affected, it may be necessary to use several forms of notification. These might include the use of telephone calls, auto-dialed TTY (teletypewriter) messages, text messaging, e-mails, and even direct door-to-door contact with pre-registered individuals. Also, you should consider using open-captioning on local TV stations in addition to incorporating other innovative uses of technology into such procedures, as well as lower-tech options such as dispatching qualified sign language interpreters to assist in broadcasting emergency information provided to the media.

Evacuation

Individuals with disabilities will face a variety of challenges in evacuating, depending on the nature of the emergency. People with a mobility disability may need assistance leaving a building without a working elevator. Individuals who are blind or who have limited vision may no longer be able to independently use traditional orientation and navigation methods. An individual who is deaf may be trapped somewhere unable to communicate with anyone because the only communication device relies on voice. Procedures should be in place to ensure that people with disabilities can evacuate the physical area in a variety of conditions and with or without assistance.

Action Step:

Adopt policies to ensure that your community evacuation plans enable people with disabilities, including those who have mobility impairments, vision impairments, hearing impairments, cognitive disabilities, mental illness, or other disabilities, to safely self-evacuate or to be evacuated by others. Some communities are instituting voluntary, confidential registries of persons with disabilities who may need individualized evacuation assistance or notification. If you adopt or maintain such a registry, have procedures in place to ensure its voluntariness, guarantee confidentiality controls, and develop a process to update the registry. Also consider how best to publicize its availability. Whether or not a registry is used, your plan should address accessible transportation needs for people who use wheelchairs, scooters, or other mobility aids as well as people who are blind or who have low vision.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Both public and private transportation may be disrupted due to overcrowding because of blocked streets and sidewalks, or because the system is not functioning at all. The movement of people during an evacuation is critical, but many people with disabilities cannot use traditional, inaccessible transportation.

Action Step:

Identify accessible modes of transportation that may be available to help evacuate people with disabilities during an emergency. For instance, some communities have used lift-equipped school or transit buses to evacuate people who use wheelchairs during floods.

Sheltering

When disasters occur, people are often provided safe refuge in temporary shelters. Some may be located in schools, office buildings, tents, or other areas. Historically, great attention has been paid to ensuring that those shelters are well stocked with basic necessities such as food, water, and blankets. But many of these shelters have not been accessible to people with disabilities. Individuals using a wheelchair or scooter have often been able somehow to get to the shelter, only to find no accessible entrance, accessible toilet, or accessible shelter area.

Action Step:

Survey your community's shelters for barriers to access for persons with disabilities. For instance, if you are considering incorporating a particular high school gymnasium into your sheltering plan, early in the process you should examine its parking, the path to the gymnasium, and the toilets serving the gymnasium to make sure they are accessible to people with disabilities. If you find barriers to access, work with the facility's owner to try to get the barriers removed. If you are unable to do so, consider another nearby facility for your community sheltering needs.

Until all of your emergency shelters have accessible parking, exterior routes, entrances, interior routes to the shelter area, and toilet rooms serving the shelter area, identify and widely publicize to the public, including persons with disabilities and the organizations that serve them, the locations of the most accessible emergency shelters.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Shelter staff and volunteers are often trained in first aid or other areas critical to the delivery of emergency services, but many have little, if any, familiarity with the needs of people with disabilities. In some instances, people with disabilities have been turned away from shelters because of volunteers' lack of confidence regarding the shelter's ability to meet their needs. Generally, people with disabilities may not be segregated or told to go to "special" shelters designated for their use. They should ordinarily be allowed to attend the same shelters as their neighbors and coworkers.

Action Step:

Invite representatives of group homes and other people with disabilities to meet with you as part of your routine shelter planning. Discuss with them which shelters they would be more likely to use in the event of an emergency and what, if any, disability-related concerns they may have while sheltering. Develop site-specific instructions for your volunteers and staff to address these concerns.

Many shelters have a "no pets" policy and some mistakenly apply this policy to exclude service animals such as guide dogs for people who are blind, hearing dogs for people who are deaf, or dogs that pull wheelchairs or retrieve dropped objects. When people with disabilities who use service animals are told that their animals cannot enter the shelter, they are forced to choose between safety and abandoning a highly trained animal that accompanies them everywhere and allows them to function independently.

Action Step:

Adopt procedures to ensure that people with disabilities who use service animals are not separated from their service animals when sheltering during an emergency, even if pets are normally prohibited in shelters. While you cannot unnecessarily segregate persons who use service animals from others, you may consider the potential presence of persons who, for safety or health Reasons, should not be with certain types of animals.

Individuals whose disabilities require medications, such as certain types of insulin that require constant refrigeration, may find that many shelters do not provide refrigerators or ice-packed coolers. Individuals who use life support systems and other devices rely on electricity to function and stay alive and, in many cases, may not have access to a generator or other source of electricity within a shelter.

Action Step:

Ensure that a reasonable number of emergency shelters have back-up generators and a way to keep medications refrigerated (such as a refrigerator or a cooler with ice). These shelters should be made available on a priority basis to people whose disabilities require access to electricity and refrigeration, for example, for using

life-sustaining medical devices, providing power to motorized wheelchairs, and preserving certain medications, such as insulin, that require refrigeration. The public should be routinely notified about the location of these shelters. In addition, if you choose to maintain a confidential registry of individuals needing transportation assistance, this registry could also record those who would be in need of particular medications. This will facilitate your planning priorities.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

People who are deaf or hard of hearing may not have access to audible information routinely made available to people in the temporary shelters. Those who are blind or who have low vision will not be able to use printed notices, advisories, or other written information.

Action Step:

Adopt procedures to provide accessible communication for people who are deaf or hard of hearing and for people with severe speech disabilities. Train staff on the basic procedures for providing accessible communication, including exchanging notes or posting written announcements to go with spoken announcements. Train staff to read printed information, upon request, to persons who are blind or who have low vision.

Returning Home

The needs of individuals with disabilities should be considered, too, when they leave a shelter or are otherwise allowed to return to their home. If a ramp has been destroyed, an individual with a mobility impairment will be unable to get into and out of the house. In case temporary housing is needed past the stay at the shelter, your emergency response plan could identify available physically accessible short-term housing, as well as housing with appropriate communication devices, such as TTY's, to ensure individuals with communication disabilities can communicate with family, friends, and medical professionals.

Action Step:

Identify temporary accessible housing (such as accessible hotel rooms within the community or in nearby communities) that could be used if people with disabilities cannot immediately return home after a disaster if, for instance, necessary accessible features such as ramps or electrical systems have been damaged.

If you contract with another entity, such as the American Red Cross or another local government, to provide your emergency preparedness plans and emergency response services, you should ensure that the other entity follows these steps on your behalf.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Prepare For What Will Happen

Earthquake

1. Not only do breakable things break, the broken pieces and other objects fly off walls and shelves. So, during the shaking move away from windows, mirrors, shelves, and bookcases. Watch out for pictures flying off walls, and loose objects from the top of file cabinets. Cabinet doors may open and stored items spill out; bookcases may topple over if not anchored to a wall or the floor.
2. Large, heavy furniture gets moved. This means file cabinets, desks, televisions, couches, beds and other items you may not be able to move by yourself will shift position by a foot or more. Out-of-position furniture may actually block the pathway out of your office or residence.
3. Many offices have acoustical tile ceilings, and a major quake may shake some out of the ceiling. Fortunately, tiles are not very heavy when they fall. But usually a lot of dust has accumulated above the tiles and this dust will come down as well.
4. Telephone service may be interrupted.
5. Electricity may be lost. This means no lights, air conditioning, electric heating, and elevators. Refrigerators and electric stoves will not work and you may have no hot water. Also, because of lost water pressure toilets may not flush. Without electricity you cannot run mechanical breathing aids; you will not be able to recharge a power wheelchair. Only battery operated clocks, radios, televisions, and other appliances will help you. **AT WORK AND AT HOME -KEEP A FLASHLIGHT, BATTERY OPERATED RADIO AND FRESH BATTERIES HANDY.**
6. A fire is much more possible than under normal conditions. In or near any building or residence, there may be a ruptured gas line, torn electrical wiring, or spilled flammable fluids. **AT HOME, HAVE A FIRE EXTINGUISHER HANDY. AT WORK, KNOW WHERE THE NEAREST TWO EXTINGUISHERS ARE LOCATED. KNOW HOW TO DIRECT SOMEONE TO TURN OFF YOUR GAS IF YOU CANNOT DO SO YOURSELF.**
7. Don't expect help from fire and police personnel for at least 72 hours: they will be busy with the most crucial situations. Some emergency shelters are up and running within hours of a major disaster; others take two or three days to become operational. **BE MENTALLY PREPARED TO RELY ON YOUR OWN RESOURCES AND THE HELP OF NEIGHBORS AND WORK COLLEAGUES DURING THE FIRST 72 HOURS AFTER A MAJOR EARTHQUAKE.**
8. It can take up to three days for emergency water to get to your area. Every person should store at least 3 gallons, and more for those people who need extra water. And still more if you

have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)

9. In the days following a major quake, many people find themselves easily distracted, strangely absent-minded, and occasionally losing track of keys, phone numbers, and other things. If you experience this, don't worry greatly; it is a normal reaction to the stress of being in a major disaster.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

10. It may take several days before order is restored and you can replace even the simplest disability related items like hearing-aid batteries and prescription medications. Keep spares and backup supplies at home or at school.

Before a Disaster

1. Evacuation plans must provide for problems involved in students with mobility, visual and hearing impairments. Special evacuation transportation provisions may be necessary - both from the school building to the assembly area(s) and away from the school area. And plans must also address assistance that will be provided to mentally retarded students during and after the earthquake.
2. Special needs students should have a back-up supply of vital medication, equipment or supplies with them, at school or enroute. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
3. Parents or guardians of these students should be consulted concerning care considerations if the student is isolated at school for both a short term or long term basis.
4. These students should have in their possession an individual emergency card describing their special needs. The cards should list information such as; disability, medications and their application frequencies, mobility constraints, attendant needs allergies, primary physician, etc.
5. Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered.
6. Special Needs Teachers and Aids should be kept with their students.
7. Allow for individual self sufficiency of these students as much as possible by getting them involved in preparedness and response activities. Include in response planning obvious ways in which special needs students can assist others in response to disastrous conditions -include them in your drill. As an example, in the dark (due to power loss and no outside light), sighted people could depend on the blind students to navigate through debris laden evacuation routes. Blind people are experienced at being placed in new, unfamiliar environments and finding their way.
8. Also communicate preparedness and response information and instructions (according to need) to these students with braille, audio cassette, visual aids, large print, etc. Don't let them out of the process.
9. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired and deaf students would be best alerted by flashing light

alarms.

10. Emergency back-up lighting systems, especially in stairwells and other dark areas would benefit those students with limited visual acuity.
11. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety.
12. Hearing impaired students should practice some basic hand signals with the teachers and other students for emergency communication.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

13. Mobility impaired students should practice moving their wheel chairs into designated safe areas, locking their wheels and covering their heads with a book or with their arms or hands.
14. Partnerships should be established between the able bodied and special needs students. The able bodied partners should be prepared (and practice during drills) to assist the special need student.
15. Rescue teams should be made aware of the best way to rescue special needs students. As an example, mobility impaired students should be allowed to instruct rescue team members on the best way to move them from the hazardous area. The fireman's carry may be dangerous to someone with respiratory problems.
16. Special response provisions may have to be made for ensuring duck and cover protection for these students. Barriers to earthquake safety are highly individual for them and accommodation plans may have to fit the requirements. The guidance provided by this document should be modified to fit each special situation of each special needs student.
NOTE: ANY SPECIAL RESPONSE PROCEDURE MUST BE TESTED DURING EARTHQUAKE DRILLS.
17. Visually impaired or blind students should have an extra cane at school even if they have a Seeing Eye dog. They should be informed of alternate evacuation routes.

During the Earthquake

Special needs students or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through practice) lock wheel chair wheels and cover head with book, arms or hands.

After the Earthquake

1. Hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
2. During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.
4. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependant machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.

5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.
6. If evacuation from school area is called for, utilize special transportation arrangements.
7. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Rescue of special needs students should be accomplished utilizing special techniques as practiced.

Training for Rescue Service During an Emergency

1. Train personnel to regard a disabled person as the best expert in his or her disability and to ask a disabled person for advice before lifting or moving that person.
2. Train personnel to take extra time when communicating with people who are deaf, hearing impaired, or speech impaired.
3. Train personnel to never separate a disabled person from his or her assistive aids: wheelchairs, canes, hearing aids, medications, special diet food, urinary supplies, etc. Also, a service animal, usually a dog, is an assistive aid used by some blind, deaf and mobility impaired people.
4. Train personnel to realize that a disabled person's equipment may not be working after a disaster occurs, or it may be insufficient for emergency circumstances.
5. Train personnel to realize that a disaster may temporarily confuse service animals and they may not be able to help their owners as effectively as before the disaster.
6. Train rescue workers to know that some individuals with emotional and developmental disabilities may be too unsettled to respond appropriately to instructions and directions, such as a public address announcement to evacuate a building. Some disabled individuals may need to be in a quiet place for a while to regain their composure; others may even try to hide from rescue workers.
7. Train personnel to realize that some individuals with significant mental or learning disabilities might not understand the significance of "Keep Out" signs and barricade tape.

Evacuating Wheelchair Users

All Wheelchair Users

1. Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.
2. Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask

..... wheelchair you should know in order to lift it safely.

3. Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.
4. When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

5. When the lifting is complete, follow the instructions of the chair's user and restore the manual or motorized wheelchair to full operation; then direct the user to a safe area.

Manual (non-motorized) Wheelchairs

1. Manual chairs weigh between 20 and 60 pounds. Two people are required to lift a manual wheelchair when occupied by the user.
2. Generally, the best way to lift the chair and user together is to position one helper behind the chair and the other helper in front. The helper behind the wheelchair tips it backwards to a balance angle that is tolerable to the user. The other helper grasps the front of the wheelchair and guides its movement. The two helpers lower or raise the wheelchair one step at a time, making sure both rear tires hit step edges evenly.

Motorized Wheelchairs

1. Motorized wheelchairs can weigh up to 100 pounds (un-occupied), and may be longer and heavier to push than manual wheelchairs. Some motorized chairs have additional electrical equipment such as a respirator or a communications device.
2. Lifting a motorized chair and user up or down stairs requires two to four helpers. Before lifting, discuss with the user if some heavy parts of the chair can be detached temporarily, how to position the helpers, where they should grab hold, and at what if any angle to tip the chair backward. Turn the chair's power off before lifting the chair.
3. If the chair's power drive is temporarily detached, the chair becomes "free wheeling". Helpers must realize they are entirely responsible for the safety of the user since the user of a motorized wheelchair generally lacks the arm function to control the chair's movement.

Safety for Special Needs Populations

Community Schools Strategic Site Plan (CSSSP) and School Safety Plan Recommendations and Assurances

School Site Name/Site Number: Acorn Woodland 165

- Title 1 School Wide Program SIG
 Title 1 Targeted Assistance Program QEIA

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


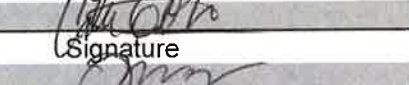



1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the CSSSP requiring board approval.
3. The school plan and safety plan is based upon a thorough analysis of student academic and safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, social emotional goals and to meet all safety planning procedures and improve student achievement.
4. The School Site Council reviewed the content requirements of the CSSSP and Site Safety Plan and assures all requirements have been met, including those found in district governing board policies and in the local education agency plan (LEAP).
5. The safety plan was communicated to the public, per Education Code section 35294.2 (e): "...an updated file of all safety related plans and materials shall be readily available for inspection by the public."
6. Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on:

→ 4/29/14

7. The public was alerted about the meeting through one of the following:

Fliers in students' home languages	(date)	<u>4/21/14</u>
Announcement at the public meeting	(date)	<u>4/25/14</u>
Other (Notices and Media Announcements)	(date)	<u>(All call) 4/25/14</u>

In your Site Safety Plan, include documentation of how you provided an opportunity for public review and how the public can access or review the plan

Signatures		
<u>LEROY GAINES</u>		<u>5/12/14</u>
Print name of school principal	Signature	Date
<u>Carla Delgado</u>		<u>5/12/14</u>
Print name of SSC chairperson	Signature	Date
<u>Jenny Wong</u>		<u>6/9/14</u>
Print name of Chief of Police or Designee	Signature	Date
<u>Kimi Kean</u>		<u>5-14-14</u>
Print name of Regional Executive Officer	Signature	Date
<u>Suzene Ramirez</u>		<u>6.11.14</u>
Print name of Director, State & Federal Compliance	Signature	Date

School Site Council Membership Roster –
Acorn Woodland Elementary School

School Name: Acorn Woodland Elementary

School Year 2013-14

Chairperson: Raul Garcia	Vice Chairperson: Carla Del Toro
Secretary: Leticia Venegas	<u>DAC Representative:</u> Araceli Ortega

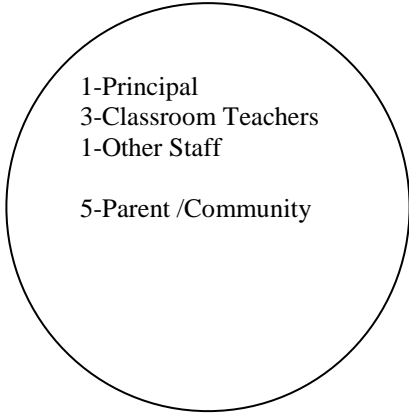
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Leroy Gaines	1025 81st Ave. Oakland, Ca 94621	X			
Zinia Gangopadhyay	1025 81st Ave. Oakland, Ca 94621		X		
Evanne Ushman	1025 81st Ave. Oakland, Ca 94621		X		
Nick Hartfield	1025 81st Ave. Oakland, Ca 94621		X		
Esperanza Aguilar-Reese	1025 81st Ave. Oakland, Ca 94621			X	
Raul Garcia	1025 81st Ave. Oakland, Ca 94621				X
Carla Del Toro	1025 81st Ave. Oakland, Ca 94621				X
Leticia Venegas	1025 81st Ave. Oakland, Ca 94621				X
Araceli Ortega	1025 81st Ave. Oakland, Ca 94621				X
Diana Mejia	1025 81st Ave. Oakland, Ca 94621				X
DAC Representative	Araceli Ortega				
Home Ph.	Email:				

Meeting Schedule	Monthly, Last Tuesday of the Month 4:30-6pm
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SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2014 - 2015

Acorn Woodland Elementary School

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Acorn Woodland Elementary School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.

This meeting will occur in early September as part of the annual establishment of SSC and ELAC

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

Building Parent Capacity for Involvement

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

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

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

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

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Parent coordinator works to create academic workshops, develop Family Literacy, Outreach to community partners, and promote Healthy Families.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Regular communication with families via monthly parent calendar, weekly parent communication folders and periodic parent memos.
- Provides support, during regular meetings, for parental activities requested by Title I Program parents. Provide parents with workshops and ideas for at home academic support for families.

Accessibility

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

Adoption

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

This policy was adopted by the Acorn Woodland Elementary School Site Council on 4/28/14 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Acorn Woodland Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



 (Principal's Signature)

4/28/14
 (Date)

School-Parent Compact 2014 - 2015

Acorn Woodland Elementary School

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

AWE Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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