

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1706
Introduction Date	8/24/22
Enactment Number	22-1478
Enactment Date	8-24-2022 CJH



# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** ACORN Woodland Elementary School  
**CDS Code:** 1612596002273  
**Principal:** Julissa Lambert-Yank  
**Date of this revision:**

**Board Office Use: Legislative File Info.**  
**File ID Number:** 22-1706  
**Introduction Date:** 8/24/2022  
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

**Contact:** Julissa Lambert-Yank  
**Address:** 1025 81st Avenue  
Oakland, CA 94621

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

*The School Site Council recommended this revision of the SPSA for Board approval on:*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** ACORN Woodland Elementary **Site Number:** 165

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

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





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

**Date(s) plan was approved:** 5/13/2022

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

**Signatures:**

Julissa Lambert-Yank <hr/> <i>Principal</i>	 <hr/> Signature	<hr/> 5/16/2022 <hr/> Date
Nancy Gomez <hr/> <i>SSC Chairperson</i>	 <hr/> Signature	<hr/> 5/16/22 <hr/> Date
Monica Thomas <hr/> <i>Network Superintendent</i>	 <hr/> Signature	<hr/> 5.24.2022 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 5/24/2022 <hr/> Date

## 2022-23 SPSA ENGAGEMENT TIMELINE

**School Site:** ACORN Woodland Elementary School

**Site Number:** 165

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/6/2022	SSC	Spoke about budget priorities and our vision for next year, did a needs assessment.
1/3/2022	Staff	Staff survey
1/24/2022	Staff	Shared results of the budget meeting with staff
1/31-ongoing	staff	Needs assessment 1 on 1s with teachers
2/24/2022	SSC	Talked about changes we would like to see and looked at data!
3/29/2022	SSC	Our continued Math growth and what this means for next year.
5/16/22	Staff Meeting	

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$103,730.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$446,663.77

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$94,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$15,540.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,530.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$196,250.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,325.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$103,730.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$342,933.77</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$446,663.77</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** ACORN Woodland Elementary School

**School ID:** 165

#### School Description

At ACORN Woodland Elementary (AWE), we employ a variety of strategies to ensure that a solid base of grade level skills are mastered, while fostering creative and critical thinking among our students. We take an interdisciplinary approach to projects, integrating art, science and technology throughout the curriculum. We are systematic about teaching the standards and provide multiple ways for students to reach mastery. AWE scholars develop both character and leadership skills. We explicitly teach our 10 Core Values and provide recognition for students as they demonstrate these values. We also know that the partnership between teachers, staff and parents is vital to ensuring student success. We support our teachers and hold them accountable through peer observations, protocols, weekly collaboration and professional development. In addition, families are valued and respected as integral partners in the AWE school community. We believe that we can maximize the learning for every child when their families are brought in as experts and resources. Community leaders and organizations are also valued as partners throughout the school community.

#### School Mission and Vision

At Acorn Woodland Elementary, we see our young scholars as seeds who are planted in their families and communities. We expect that every student will grow to meet his or her full potential, just as an acorn grows into a mighty oak tree. To do so requires dedication, high expectations and excellent teaching. Through the focus on rigorous academics, character values and leadership skills, we provide the roots for our young scholars to be like mighty oak trees. Scholars leave AWE grounded in their communities yet prepared to branch out to achieve higher education.

At AWE, our mission is to: Prepare all students to leave AWE with the skills and determination to successfully pursue a college education. As Acorn Woodland staff members we agree to:

- Use integrated thematic units that cultivate curiosity, creativity and critical thinking for all of our students.
- Empower students and families to take leadership in building healthy communities.
- Foster personal and cultural pride in all of our students while developing respect, understanding and valuing the diverse perspectives of different cultures.
- Support English Language Learners through native language literacy instruction in our (K-2nd) Spanish bilingual program and best practices in our sheltered English immersion program.

## 1B: STUDENT GOALS & TARGETS

### LCAP Goal 1: All students graduate college, career, and community ready.

#### Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	40%	<i>not available until Fall 2022</i>	80%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	32%	<i>not available until Fall 2022</i>	80%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	27%	<i>not available until Fall 2022</i>	80%

#### English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-15.8	n/a	<i>not available until Fall 2022</i>	0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	17%	<i>not available until Fall 2022</i>	80%

#### Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-24.3	n/a	<i>not available until Fall 2022</i>	-9
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	65%
CAST (Science) at or above Standard	All Students	23%	n/a	<i>not available until Fall 2022</i>	37%



**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-71.5	n/a	<i>not available until Fall 2022</i>	-56.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-46.3	n/a	<i>not available until Fall 2022</i>	-30.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	14%	<i>not available until Fall 2022</i>	50%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-98.4	n/a	<i>not available until Fall 2022</i>	-68.4
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-39	n/a	<i>not available until Fall 2022</i>	-19.0

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	13%	5%	<i>not available until Fall 2022</i>	20%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	15%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	88%	82%	<i>not available until Fall 2022</i>	95%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	0%

Chronic Absenteeism	All Students	6%	10%	<i>not available until Fall 2022</i>	6%
Chronic Absenteeism	African American Students	8%	0%	<i>not available until Fall 2022</i>	0%

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	60%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	There is more growth in reading especially good at moving students out of the multiple years below grade level strand.	100% of teachers are using the EL ED curriculum. PD is focused on ELA. Multi-tiered intervention focused on our ELA program
<i>LCAP Goal 2: Focal Student Supports</i>	SLA support for our students in bilingual program	Consistent interventionist who knows the community well and supports acceleration work We have focused, dedicated, and determined teachers who know their students well and implement the curriculum, but make adjustments based on student needs.

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Social Worker has a full caseload that supports families. ELD intervention for 5th grade</p>	<p>Social worker's knowledge of resources and the community has been an asset. Since she was hired through EBAC she also helps organize our EBAC counseling services and supports, this allows her to follow through with supports for the family and the child. She facilitates COST meetings and SSTs which puts her in midst of students and families who are struggling.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Professional Development and coaching support</p>	<p>PD has been focused on the needs and gaps in instruction that we have observed . Coaching has been happening regularly and systematically and we have seen growth from all teachers this year.</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>

<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>Continue to strengthen our Tier 1 instruction in both ELA and Math. Create a 3 year outline with yearly goals. This will be our 2nd year of implementing EL ED and our first implementing the Math curriculum and those stages should be clearly outlined. Look for more supports in EL ED and beginning stages in Math.</p>	<p>In Math, there is no alignment in instruction throughout the school. Teachers are attached to a Math framework that is no longer supported. Teachers are treating every Math standard as a procedural standard and teachers are still doing the majority of the talking.</p> <p>We need to continue with coaching and Professional Development that focuses on this aspect of instruction. A TSA is key in this role to ensure teachers are getting the coaching they need. The TSA also needs to lead Professional Development focused on the understanding of standards and ensuring teachers are implementing the new curriculum and they are teaching to the rigor of the standard.</p>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Ensure structures are in place for daily D-ELD and I-ELD.  Cycle of inquiry on one of the ELL Focal indicators, with special attention to:  1.2 Before, During, After Reading language routines  2.3 Student Talk and Academic Discussion  Benchmark: ThinkPairShare_Gr2-6, ThinkPairShare_GrK-1  El Ed: Conversation Cues  2.4 How Language Works (see Language Dives Video)</p>	<p>It was difficult to schedule and it felt like one more thing that would require support. There were already many new things. We made the decision to first get better at the EL ED implementation since it was our first year. I set aside money for anyone who wanted to teach before school, but even this seemed too overwhelming. Besides one classroom teacher, no one else wanted to provide ELD intervention.</p> <p>Next year, we need to ensure we have the structures in place to make time for designated ELD and integrated ELD.</p>

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>We have been meeting regularly in COST to implement our MTSS tiers 1,2 and 3. We have also been doing SSTs and 504s. We have a half time social worker who supports struggling families, schedules SSTs, runs COST, and organizes therapy working directly with EBAC,</p>	<p>There isn't enough time for the social worker to provide the level of support needed at the school site. Not only support our community, but also to continue with our prior structures like parent workshops on Fridays, organizing volunteers and class parents, coffee chats. I would also love to have them reach out to our AA families individually to make sure their voices are heard. Overall, we need to provide more structures for families to feel connected and heard at our school.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Coaching, Collaboration, and PD</p>	<p>We have had consistent ELA coaching from our 11 month TSA. She has been running PLCs, coordinating interventions, monitoring students, working with the ILT members to provide Professional Development. We have also been working on our Math instructional vision, but we haven't had anyone holding that work. In order to see better results in Math, then we need to give it the focus and attention it needs. Having another TSA that is focused on Math instruction, coaching teachers, and helping create a system of support for students struggling in Math. We had Instruction Partners work with us in Math this year and it has been eye opening to learn so much about how to teach to the demand of the standards. We are taking this knowledge to next year when we will be starting the new adopted curriculum.</p>

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

Yes, our students have equitable access to funding, and effective teachers, and academic opportunities. During this pandemic, having the social worker at our school site has been instrumental since our community consistently gets hit the hardest under these circumstances. Our families struggle the more than other neighborhoods, Families have been in need of mental health resources, but also help finding jobs, food, and other services that have them struggling due to the pandemic. It would be ideal to have a social worker as part of every elementary school especially those located in areas that are hardest hit. I am using ESSER funds to pay for a part-time social worker in order to mitigate this impact.

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

ACORN Woodland Elementary  
School: School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

We've had varied success to our SPSA implementation this year. Our reading intervention program has only gotten better. Our interventionists have gotten coaching, training, and monitoring of their success much more than in other years. Our Math intervention continues to be a work in progress. Since we had a teacher on maternity leave, the Math interventionist was used to push in and support students in that grade level. We are still awaiting data on the program to see its efficacy and make necessary changes.

Departmentalizing in the upper grades has not rendered the needed success in our data and has caused more difficulty meeting the needs of our students with IEPs.

Having a new curriculum this year also made it much harder to dig deeper into the subject level since we were back to year 1 of curriculum adoption. Yes, all teachers used EL Education, but teachers have been doing the work to get to know the curriculum and use it with fidelity as opposed to working to deepen their practice and ensure scaffolds for our students with more needs are present.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

In reading intervention, we were able to move many student from the red section or the multiple years below grade level band to approaching grade level. We were able to focus more on coaching where it was needed and all teachers were able to make growth towards their professional goal. Our SEL: curriculum is now being taught much more systematically and it allows teachers and students to set goals around social-emotional growth.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

The drastic changes we are planning for this upcoming year is to do away with coring in the upper grades. Focus on implementing standards based Math curriculum and to guide teachers through planning by looking deeper at the CCSS. Teachers will need to understand and ensure that all lessons reflect the demand of the standard. In Math, this has definitely been an issue. Teachers are not skilled at seeing the rigor that the Math standards calls for and they end up proceduralizing all standards.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Teacher Extended Contracts	Staff Satisfaction with Professional Development	Teachers have led Math, ELA, and differentiation PD. Teachers in ILT have done anti-racist work that helps them analyze our current systems to make sure that they are anti-racist and that all decisions are based on student success.	We have better-aligned vision and systems to make sure that students are at the center of all decision making. Teachers have been leading PLCs that focus on formative assessments, progress monitoring, and collaboratively making decisions on instruction to render us with higher student performance.	Continue, but we will be changing some of the people who are currently in these positions. Since my site is also being provided with a 10 month TSA, then the stipend for teachers will be less and there will be fewer teachers in the committees.
Girls Inc.	SBAC ELA Distance from Standard Met	Reading intervention for students with the most unfinished learning in K-5. Math support for students in 3-5 who have the most unfinished learning.	The training, progress monitoring, and support provided has been better quality than other years. Once we look at the data, we can make a decision about changes we can make.	We definitely want to improve the Math intervention/support for all our students in 3-5. We want to continue to work on making our intervention model for ELA be more targeted, accelerated, and focused on complex text in 3-5.
Parent Workshops	Student Connectedness to School	Workshops to support families understand the demands of assessments, curricula, and technology.	Consistency of these workshops during COVID has been difficult to maintain.	We would like to do these in person again. Being in person provides parents with more support to connect with other families and the school staff. It provides a social interaction among staff and families.



**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** ACORN Woodland Elementary School

**School ID:** 165

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

<b>School Priority:</b>	Create a multi-tiered system of support in order to have greater students at grade level as based on the SBAC and fewer students recommended for SPED evaluation.
<b>School Theory of Change:</b>	If we continue to improve tier 1 instruction and we allocate resources to identify high needs students and provide services to meet their Tiered needs, then all students including our struggling students will experience higher levels of success.
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Implement Caring School Community in order to build students' SEL competency, improve student peer sense of connectedness to each other and the school as a whole and reduce adult managed conflicts	Observations, ensuring teachers have planning time and the materials needed. Provide professional development and/ or coaching when needed. Gather and monitor data around adult managed student conflict.	Observation of implementation fidelity. Reduction in number of adult-managed student conflicts. Students using self awareness, self management, communication, social awareness relationship skills learned.		Tier 1
1-2	Teachers will use culturally responsive pedagogy to support student academic success	Provide observations, feedback and coaching to monitor implementation and growth. Provide Professional Development to ensure all teachers have the same behavior expectations.	Reduction in number of adult-managed student conflicts. Observations focused on implementation of the curriculum. Students using skills learned		Tier 1

1-3	Systematic use of assessment to monitor Tier 2 and Tier 3 needs and implementation of the COST system to organize Tier 2 and 3 interventions for academics and social emotional support	Using OUSDForce. Training and structure to use formative assessment data to identify student needs and monitor progress.	Increased achievement levels as measured by iReady. COST referral and tracking system data.		Tier 2
1-4	All classrooms share a consistent and equitable discipline practice that are driven by the MTSS triangle.	Provide teachers with a consistent and equitable discipline structure. Having clear explicit goals with staff around student behavior.	Classroom Observations. Discipline data. Discipline procedures are aligned and used in the classroom as well as in the office.		Tier 1
1-5	Engaging in parent education and structures of support for SEL.	Parent sessions for CSC, PBIS, and other topics as determined by parent needs via surveys and at PPTG meetings/events. Support learning through Back to School Night, school, classroom newsletters, Coffee with the Principal, PPTG meetings and events.	At least two parent sessions and weekly Schoolwide Morning Assemblies.		Tier 1
1-6	Engaging parents in the classroom and school in order to feel safe, welcomed and connected to the school.	Provide structures that ensure positive communication and relationship building with teachers and families.	Wellness tracker, home visits Attendance data		

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority:</b>	Critically implementing standards-based curricula while being responsive to students' needs and ensuring adequate support for historically marginalized students so that an increase in students meet standards in Math SBAC and are proficient in Math iReady
<b>School Theory of Change:</b>	If we provide foundational professional development and coaching support for the new math curriculum to all staff in curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators, and owners of the math.
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Increase in i-Ready Standards Mastery and Diagnostic Proficiency Increase in SBAC Math proficiency
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers backwards planning using new curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level, Leader provides TSA support for guided planning.	End of Unit assessments. i-Ready assessment data	Continue to strengthen our Tier 1 instruction in both ELA and Math. Create a 3 year to outline yearly goals. This will be our 2nd year of implementing EL ED and our first implementing of the Math curriculum and those stages should be clearly outlined. Look for more supports in EL ED and beginning stages in Math	Tier 1
2-2	All Teachers attend foundational curriculum training	Schools schedule and advise all teachers of the summer professional development opportunities	Teacher attendance		
2-3	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.  Math teachers meet to vertically align vocabulary and strategy implementation, as well as rigor.	PLC schedules. Students increased participation (percentage) per assessment.	Continue to strengthen our Tier 1 instruction in both ELA and Math. Create a 3 year to outline yearly goals. This will be our 2nd year of implementing EL ED and our first implementing of the Math curriculum and those stages should be clearly outlined. Look for more supports in EL ED and beginning stages in Math.	Tier 2

2-4	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Student work Improved i-Ready proficiency Classroom observation		
2-5	Participate in PLCs to analyze student work, analyze data, research new strategies, and support their professional goals.	Provide PLC structured time, support for PLC leads, observations, make PLC content relevant to student growth and needs as observed in the data.	iReady growth of focal students	Coaching, Collaboration, and PD	Tier 2
2-6	Participate in Professional Development	Provide relevant, quality, well organized PD that supports teacher growth and student needs.	Feedback forms CHKS survey	Continue to strengthen our Tier 1 instruction in both ELA and Math. Create a 3 year to outline yearly goals. This will be our 2nd year of implementing EL ED and our first implementing of the Math curriculum and those stages should be clearly outlined. Look for more supports in EL ED and beginning stages in Math.	Tier 1
2-7	Monitor student progress in all Tiers through use of assessment data	Strategically use iReady mastery assessments to monitor student progress and place students in appropriate interventions	iReady Standards Mastery iReady Math Diagnostic		
2-8	Participate in data conferences, set student goals and make collaborative decision to determine students in intervention	Provide a structure to analyze data that is well organized, relevant, and focused on student growth. Provide well trained, competent, caring, knowledgeable interventionists.	DDI implementation		

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority:</b>	Deeper understanding of key strategies to support Language and Literacy so that students increase in meeting standards on ELA SBAC and iReay Diagnostic.
<b>School Theory of Change:</b>	If we provide consistent, regular and high quality coaching support for teachers, focused on deepening their practice of the curriculum and strategies to support access to all our students, then our students will continue to grow in standardized assessments.
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	All teachers' lesson plans will contain the language students need in order to complete the task	Provide support through coaching Professional development Monitor lesson plans	Principal reviews lesson plans		
3-2	Teaching with EL Education: Use best practices for reading complex texts, read-think-talk-write cycle, building knowledge and skills, analyzing characters, citing evidence, participation in TPT speaking-listening protocols, conversation cues, and creating authentic high quality work...	Develop expectations and professional development for ELA: Continue PD and learning for EL Education. Collaboration time. Provide a TSA to lead this work	Student work Improved i-Ready proficiency Classroom observation	Continue to strengthen our Tier 1 instruction in both ELA and Math. Create a 3 year to outline yearly goals. This will be our 2nd year of implementing EL ED and our first implementing of the Math curriculum and those stages should be clearly outlined. Look for more supports in EL ED and beginning stages in Math.	Tier 1
3-3	participate in coaching cycles	Create and systematize a coaching model to better support teacher growth	Improved teacher practice Improved i-Ready proficiency Deeper understanding of CCSS.	Continue to strengthen our Tier 1 instruction in both ELA and Math. Create a 3 year to outline yearly goals. This will be our 2nd year of implementing EL ED and our first implementing of the Math curriculum and those stages should be clearly outlined. Look for more supports in EL ED and beginning stages in Math.	Tier 1
	Structured Literacy: Strong Foundational Skills instruction at early grades that is explicit, systematic, and sequential.	Provide support for ongoing monitoring using BPST. Provide time in PLCs to do data dives and student work analysis. Collaboration time. Partner with central coordinators to support implementation.	Walkthrough observation evidence. Monthly SIPPS Mastery Test completion. Assessment data analysis.	Continue to strengthen our Tier 1 instruction in both ELA and Math. Create a 3 year to outline yearly goals. This will be our 2nd year of implementing EL ED and our first implementing of the Math curriculum and those stages should be clearly outlined. Look for more supports in EL ED and beginning stages in Math.	Tier 1

3-4	Participate in PDs focused on instruction for our ELLs	Provide PD for GLAD strategies for new teachers.	Use of GLAD strategies with EL ED		
3-5	Create language objectives for every lesson	Provide PD and support for teachers to learn how to create language objectives	Checking lesson plans on a regular basis		

**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority:</b>	Strengthen the Professional Learning cycles by clear ritualization of practices, being data-driven, incorporation of teacher voice/leadership, and access to quality coaching done by the ELA TSA.
<b>School Theory of Change:</b>	If we implement strong, teacher-led professional learning communities, leverage adult areas of strength and expertise, and provide quality coaching then teachers will develop increased capacity to deliver strong Tier 1 and Tier 2 instruction.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Provides differentiated instruction	Walk Through data with a focus on making sure teachers have a differentiation plan.	Observations		
4-2	Think, Pair, shares, student protocols, turn and talks and teacher vs. student talk ratio is such that students are doing the cognitive lift and having opportunities to productively struggle.	Walk Through data with a focus on teacher vs. student talk.	Observations		
4-3	Engage in collaboration with colleagues, including grade level partners.	Provide collaboration time	Led by TSA, backwards planning	Coaching, Collaboration, and PD	Tier 1
4-4	Engage in PLC work	Provide PLC time and organize content in advance.	Observations and ILT conversations		
4-5	Teachers provide wraparound services via SSTs, 504s with our social worker to ensure student success in the classroom	Provide a structure to better organize and monitor student success and ensure parent participation'	CKS survey, attendance rate increase, retention rates, parent participation in their child's school experience		
4-5	Engage in Professional Development	Provide PD that is designed with teachers' needs in mind.	Observations of PD content being implemented in the classroom.	Coaching, Collaboration, and PD	Tier 1

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	<b>Empowered &amp; Engaged</b>
<b>School Theory of Change:</b>	If Black students and families are welcomed, safe, healthy, and engaged, then we will Increase Black student Connectedness by 5 pp (CHKS) Decrease Chronic Absenteeism by 2pp.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	IP1.1 Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities	CKS survey Attendance		Tier 1
5-2	IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practice	teachers using "discourse 2" when speaking about students and families		
5-3	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	i-Ready data and Principal observations		

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))**

<b>School Priority:</b>	Reclassification
<b>School Theory of Change:</b>	If we provide designated ELD and systematic English Language Development based on and ELPAC data, support teachers to create content language objectives for every lesson, and develop a rubric for daily academic discussions, then we will see an increase in the number of EL students reclassified.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:		English Language Learners			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation. ILT Professional Development planning, PLC and PD time, aligning resources for outside trainers as needed	Teachers are consistently providing small group instruction for English Language Learners.	Continue to strengthen our Tier 1 instruction in both ELA and Math. Create a 3 year to outline yearly goals. This will be our 2nd year of implementing EL ED and our first implementing of the Math curriculum and those stages should be clearly outlined. Look for more supports in EL ED and beginning stages in Math.	Tier 2
6-2	Teachers provide the academic language needed to accomplish the task and time to practice it	Align bell schedule and expectations to make sure teachers are providing integrated ELD lessons before doing EL Education lessons to better support understanding of complex text.	Observations		
6-3	Ensure that ELs who are struggling receive extra support in Math and ELA	Supervise intervention program and monitor intervention data, monitor attendance, communicate with parents. Consistently ask who are the students who are struggling in your class?	intervention data	We have been meeting regularly in COST to implement our MTSS tiers 1,2 and 3. We have also been doing SSTs and 504s. We have a social worker who supports struggling families, schedules SSTs, runs COST, and organizes therapy working directly with EBAC,	Tier 2
6-4	Academic mentors and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	Coaching-- Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	ELL language proficiency will improve as measured on iReady and ELPAC data. Over time, ELL classification rates will also increase.	We have been meeting regularly in COST to implement our MTSS tiers 1,2 and 3. We have also been doing SSTs and 504s. We have a half time social worker who supports struggling families, schedules SSTs, runs COST, and organizes therapy working directly with EBAC,	Tier 2



PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$117,000	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries		TSA 10 Pay	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	165-1
11-Month Teacher on Special Assignment (TSA)	\$90,959	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	1341	11-Month Classroom TSA	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Systematic use of assessment to monitor Tier 2 and Tier 3 needs and implementation of the COST system to organize interventions	165-2
Attendance Specialist, Bilingual	\$3,829	General Purpose Discretionary	2205	Classified Support Salaries	1930	Attendance Specialist, Bilingual	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Ensure that ELs who are struggling receive extra support in Math and ELA	165-3
CONTRACTS	\$25,000	One-Time COVID Funding	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Using OUSDForce. Training and structure to use formative assessment data to identify student needs and monitor progress.	165-4
Copier Maintenance	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers backwards planning using new curriculum and pacing guide	165-5
EXTENDED CONTRACT	\$15,136	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Teaching with EL Education: Use best practices for reading complex texts, read-think-talk-write cycle, building knowledge and skills, analyzing characters, citing evidence, participation in TPT speaking-listening protocols, conversation cues, and creating authentic high quality work...	165-6
EXTENDED CONTRACT - TRANSLATION	\$1,000	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Facilitating daily school operations	165-7

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
LICENSES	\$2,325	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Differentiation	165-8
Noon Supervisor	\$16,799	One-Time COVID Funding	2905	Other Classified Salaries	1932	Noon Supervisor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement Caring School Community in order to build students' SEL competency, improve student peer sense of connectedness to each other and the school as a whole and reduce adult managed conflicts	165-9
Noon Supervisor	\$7,914	LCFF Supplemental	2905	Other Classified Salaries	0376	Noon Supervisor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CAST (Science) at or above Standard	Engage in collaboration with colleagues, including grade level partners.	165-10
Noon Supervisor	\$4,200	LCFF Supplemental	2905	Other Classified Salaries	1932	Noon Supervisor	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Differentiation	165-11
OT CLERICAL	\$1,711	General Purpose Discretionary	2225	Classified Support Salaries: Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC Math Distance from Standard Met	Provide observations, feedback and coaching to monitor implementation and growth. Provide Professional Development to ensure all teachers have the same behavior expectations.	165-12
Prep/Enrichment Teacher	\$52,000	LCFF Supplemental	1105	Certificated Teachers' Salaries	2255	Teacher Education Enhancement	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Provide relevant, quality, well organized PD that supports teacher growth and student needs.	165-13
Substitute Teacher Incentive Plan (STIP) Teacher	\$65,810	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8708	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Differentiation	165-14
Supplies	\$7,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will use culturally responsive pedagogy to support student academic success	165-15

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 165

**School:** ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
TECHNOLOGY	\$4,000	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	165-16
Unallocated	\$3,916	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide structures that ensure positive communication and relationship building with teachers and families.	165-17
WORKSHOPS - CONTRACT	\$1,530	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Engaging parents in school data and understanding assessments	165-18



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

## **Title I, Part A School Parent and Family Engagement Policy**

*All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.*

### **ACORN Woodland Elementary**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

1. The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:
2. Assisting Title I parents in understanding Common Core State standards, assessments, and how AWE monitors and improves the academic achievement of their children through the use of:
  - i. Common Core State Standards
  - ii. Oakland Unified School District's academic benchmark assessments and other localized reading assessments
  - iii. Monitoring reading proficiency levels students are expected to achieve
  - iv. Parent / teacher report card conferences
  - v. Student learning goals meetings with teachers
3. Coordinating and integrating 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.
4. 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.

5. 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.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Educating 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.
- We train and hold professional development for Room Parents to interact and communicate with teachers so that parents can better support in the classrooms.

### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Annual Title 1 meeting held at the beginning of the year
- SELLS meeting held at the beginning of the year
- Thursday communication folders
- Robocalls
- Talking Points Messages

The school communicates to families about the school's Title I, Part A programs by:

- Monthly meetings
- Robocalls
- Flyers
- Talking Points

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Holding teacher/parent conferences
- Awards Night expectations
- SSC and SELLS meetings
- Parent Workshops
- Coffee Chats

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- 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.
- The school uses Robocalls in Spanish/English to communicate with parents about meetings, school reports, and all other activities.
- Teachers and Administrators use Talking Points to communicate with parents on a daily basis around student behavior, activities, and supports

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Having room parents
- Parents volunteer for different activities, including parent workshops, annual carnival, Health and Safety Fair, Career and Professional Day and Teacher Appreciation Week.

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Monthly workshops on Math technology to use at home (ST Math, Zearn, Kahn Academy, etc.)
- Monthly workshops for ELA technology (Newsela, Reading AtoZ)
- Student logins for technology programs
- Computer Raffle
- Flyers

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Holding training for parents
- Engage parents in workshops
- Planning meeting for SSC
- SSC Retreat

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Holding SSC meeting on the last Fridays after school
- Coffee Chat once per month

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Provide SSC meetings on the last Wednesdays of every month.
- Sharing policies at Back to School Night
- Weekly Assemblies
- Asking for feedback and participation during SSC meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Needs of those parents are addressed and recognized during our SSC meetings.
- Provide information in various languages
- Provide translations for parent meetings
- Handicap accessible locations

The school provides support for parent and family engagement activities requested by parents by:

- Providing Monthly Workshops
- Coffee Chat
- Parenting, leadership, and academic workshops

### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Providing a parent resource center
- Community Relations office
- COST team works with parents around therapy
- Nutrition classes
- Holiday meals
- Mobile Market

### **Adoption**

This policy was adopted by the ACORN Woodland on 8/30/19 and will be in effect for the period of October 8, 2021 through May 28, 2022.

**The school will distribute this policy to all parents on or before October 30, 2021.**

**Name of Principal**  
**Julissa Lambert-Yank**

**Signature of Principal**  
*Julissa Lambert-Yank*

**Date 10/8/21**

*Please attach the School-Parent Compact to this document.*





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

## **School-Parent Compact**

### **ACORN WOODLAND**

### **2021-22**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2021-2022 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

In order to meet the demands of the CCSS, ACORN Woodland(AWE) will use Expeditionary Learning (EL) to teach reading and for Math, we will use a blend of Great Mind's Eureka Math and Japan Math. AWE will also provide reading intervention to students who need extra support in reading.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

At AWE, we will hold report card conferences to communicate with parents around their child's progress. When possible, we will also hold intervention orientation to let parents know that their child is receiving intervention. Teachers and parents will also meet about progress reports and when necessary, we will hold SST meetings to communicate our concerns and next steps with parents.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Parents are able to receive Friday Family Workshops to help them understand the state's academic and content standards, assessments, and how to monitor and improve the

achievement of their children in conjunction with teacher held workshops, report card conferences and progress reports.

**4) Provide parents reasonable access to staff.**

At AWE, we hold a monthly Coffee Chat where parents have access to teachers and/or principal without an appointment. Teachers and parents share time to communicate about any concerns they may have. Teachers and parents have access to Talking Points. During report card conferences, teachers are provided with translators to better communicate with parents. Teachers and staff are readily available to meet with parents before or after school. We also have a Parent Center staffed by our Bilingual Community Relations Assistant.

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

We provide information in various languages, provide translations for parent meetings, and handicap accessible locations. We welcome all parents to volunteer in any school activities or to become a room parent.

**6) Provide parents with materials and training to help them improve the academic achievement of their children.**

We provide parents with regular workshops led by either teachers or the Bilingual Community Relations Assistant to help improve the academic achievement of their children. During report card conferences and progress reports, teachers provide parents with additional information to help families become our educational partners.

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

We hold an annual professional development with teachers and parents to help find ways to better communicate and partner around how to best support our students. During this professional development, we hold a fishbowl of best practices around best practices and provide teachers and parents with planning time and engage in social interactions.

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Regular communication with families via a monthly parent newsletter/calendar, weekly parent communication binders, and periodic parent memos.

**Teacher Responsibilities**

- Provide high-quality curriculum and instruction based on the CCSS
- 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.
- Be a learner and continue to be relevant.
- Respect the school, students, staff, and families.

### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time.
- *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, and all other families.

### **Student Responsibilities**

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Work hard and come to school ready to learn
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the ACORN Woodland on October 8, 2021 and will be in effect for the period of 2021-2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 30, 2021.

**Signature of Principal:**

*Julissa Lambert-Yank*

**Date 10/8/21**



## Acorn Woodland ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2021-2022**

### SSC - Officers

<b>Chairperson:</b>	Nancy Gomez
<b>Vice Chairperson:</b>	Victoria Angel
<b>Secretary:</b>	Daisy Diaz

**2021-22 Enrollment was 267 @ Establishment**

### SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Julissa Lambert-Yank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Briana Hernandez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lizette Ross-Lorenzo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Esperanza Reese	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Nancy Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Edith Mazariegos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Daisy Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Victoria Angel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	<b>4th Wednesday @3:30</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members