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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Acorn Woodland Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Acorn Woodland Elementary School



2021-2022 School Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Julissa Lambert-Yank
Date of this revision: 4/30/2021

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:

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|---|---|
| Contact: Julissa Lambert-Yank | Position: Principal |
| Address: 1025 81st Avenue Oakland, CA 94621 | Telephone: 510-639-3344 Email: julissa.lambert-yank@ousd.org |

The School Site Council recommended this revision of the SPSA for Board approval on: 4/30/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: ACORN Woodland Elementary School

Site Number: 165

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/30/2021

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

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

Signatures:

| | | |
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| <u>Julissa Lambert-Yank</u> <i>Principal</i> | <u><i>Julissa Lambert-Yank</i></u> Signature | <u>4/30/2021</u> Date |
| <u>Yadira Cervantes-Murillo</u> <i>SSC Chairperson</i> | <u><i>Yadira Cervantes Murillo</i></u> Signature | <u>4/30/2021</u> Date |
| <u>Monica Thomas</u> <i>Network Superintendent</i> | <u><i>njt</i></u> Signature | <u>June 23, 2021</u> Date |
| <u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i> | <u><i>Lisa Spielman</i></u> Signature | <u>6/23/2021</u> Date |

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|-------------------|---|
| 2/18/2021 | SSC | Parents, teachers and administrator will prioritize all expenditures fir the next school year based on what they value and think promotes students achivement |
| 2/8/2021 | Staff | Operations meeting with staff, where they will reflect on our current practices and will prioritize all expenditures for 2021-2022 |
| 4/30/2021 | SSC | SSC approves SPSA |
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ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

2021-2022 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$105,780.00 |
| 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 | \$509,645.00 |

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) | \$96,750.00 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$16,920.00 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$2,580.00 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$233,750.00 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0.00 | TBD | Local Control Funding Formula Concentration Grant (LCFF Concentration #0003) | \$41,250.00 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$6,450.00 | TBD | After School Education and Safety Program (ASES #6010) | \$111,945.00 | 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 |
| SUBTOTAL OF FEDERAL FUNDING: | \$105,780.00 | \$0.00 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$403,865.00 | \$0.00 |

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| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$509,645.00 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

| 2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT | | |
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| 1A: ABOUT THE SCHOOL | | |
| School: ACORN Woodland Elementary School | School ID: 165 | |
| School Description | | |
| <p>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.</p> | | |
| School Mission and Vision | | |
| <p>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.</p> <p>At AWE, our mission is to: Prepare all students to leave AWE with the skills and determination to successfully pursue a college education.</p> <p>As Acorn Woodland staff members we agree to:</p> <ul style="list-style-type: none"> ■ 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES | | |
| Focus Area: | Priority Strengths | Root Causes of Strengths |
| <i>College/Career Readiness</i> | Teachers are implementing curricula and teaching grade level standards, ensuring students are doing the work of the standard, and working on students becoming independent in the work. | Feedback and observations, professional development, strong coaching cycles, and strong PLCs focused on data. |

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| <i>Focal Student Supports</i> | We have implemented both reading and math interventions for those students who need extra support | Having a person who is organizing, reaching out to parents, training interventionists and monitoring student progress |
| <i>Student/Family Supports</i> | Our attendance has been in the high 90's Teachers have built strong relationships with students and families Families trust and seek help from school staff | We took time from PD to do wellness checks on families and students to build strong connections with families. We use all adults available to help communicate with families whose children are not attending class. |
| <i>Staff Supports</i> | tbd | tbd |
| Focus Area: | Priority Challenges | Root Causes of Challenges |
| <i>College/Career Readiness</i> | Engaging in more student monitoring to check for mastery of standards | Covid, not enough time to teach, assessments are time consuming on zoom, iReady roll out was late. |
| <i>Focal Student Supports</i> | Math intervention was not supported nor monitored, we need better implementation of scaffolds and EL strategies in all classrooms, and we need to add a designated ELD time for students with less language proficiency. | Instructional time as dictated by MOU, shift in focus to distance learning, and people power, |
| <i>Student/Family Supports</i> | Lack of diversity in the families that show school-participation, | Majority of families are Latino and other parents feel left out, they don't see representation of themselves in the staff |
| <i>Staff Supports</i> | tbd | tbd |

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: tbd

Instructional Focus Goal: *All students experience success in the early years.*

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|---|----------------------|-------------------------|----------------------|--------------------|--------------------|
| K at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | n/a | tbd |
| Grade 1 at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | n/a | tbd |

| Grade 2 at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | n/a | tbd |
|---|----------------------|-------------------------|----------------------|--------------------|--------------------|
| Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. | | | | | |
| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| SBAC ELA Distance from Standard Met | All Students | +15 points DF3 | -15.8 (Spring 2019) | n/a | tbd |
| Reading Inventory (SRI) Growth of One Year or More | All Students | +5pp | n/a | Coming soon | tbd |
| IAB ELA at or above Standard | All Students | n/a | n/a | n/a | tbd |
| Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science. | | | | | |
| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| SBAC Math Distance from Standard Met | All Students | +15 points DF3 | -88.6 (Spring 2019) | n/a | tbd |
| IAB Math Above Standard | All Students | n/a | 23.3% | n/a | tbd |
| CAST (Science) at or above Standard | All Students | n/a | 22.9% (Spring 2019) | n/a | tbd |

| Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | | | | | |
|--|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| School Goal for May 2024: | | tbd | | | |
| Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. | | | | | |
| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| SBAC ELA Distance from Standard Met | Students with Disabilities | +20 points DF3 | -71.5 (Spring 2019) | n/a | tbd |
| SBAC ELA Distance from Standard Met | n/a | tbd | tbd | tbd | tbd |

| | | | | | |
|--|----------------------------|------|-------|-------------|-----|
| IAB ELA at or above Standard | Students with Disabilities | tbd | tbd | n/a | tbd |
| IAB ELA at or above Standard | n/a | tbd | tbd | tbd | tbd |
| Reading Inventory (SRI) Multiple Years Below Grade Level | All Students | -5pp | 28.8% | Coming soon | tbd |

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--------------------------------------|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| SBAC Math Distance from Standard Met | Students with Disabilities | +20 points DF3 | -98.4 (Spring 2019) | n/a | tbd |
| SBAC Math Distance from Standard Met | n/a | tbd | tbd | tbd | tbd |
| IAB Math Above Standard | Students with Disabilities | n/a | 15.8% | n/a | tbd |
| IAB Math Above Standard | n/a | tbd | tbd | tbd | tbd |

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|-----------------------|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| ELL Reclassification | English Learners | Reclassify 16% | 22.2% | n/a | tbd |
| LTEL Reclassification | Long-Term English Learners | Reclassify 25% | 20.0% | n/a | tbd |

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

School Goal for May 2024: tbd

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|---------|----------------------|-------------------------|----------------------|--------------------|--------------------|
|---------|----------------------|-------------------------|----------------------|--------------------|--------------------|

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|-----------------|----------------------------|------|-------|-----|-----|
| Connectedness | All Students | +5pp | 80.8% | n/a | tbd |
| Suspensions | All Students | -2pp | 0.0% | n/a | tbd |
| Suspensions | African-American Students | -2pp | 0.0% | n/a | tbd |
| Suspensions | Students with Disabilities | -2pp | 0.0% | n/a | tbd |
| Chronic Absence | All Students | -2pp | 6.0% | n/a | tbd |
| Chronic Absence | African-American Students | -2pp | 7.7% | n/a | tbd |
| UCP Complaints | All Students | n/a | n/a | n/a | tbd |

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

| School Goal for May 2024: | | tbd | | | |
|----------------------------------|--------------|-------------------------|----------------------|--------------------|--------------------|
| Measure | Target Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| Staff Satisfaction on PD | All Staff | n/a | n/a [new metric] | n/a | tbd |
| Teacher Retention | All Teachers | n/a | 75.9% (Fall 2020) | n/a | tbd |

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

Our students have access to effective and experienced general education teachers, but our students with IEPs in the 4th and 5th grade do not have access to consistent services for specialized academic instruction or speech language services. Our Resource Specialist resigned in the middle of the year and our instructional aide left for maternity leave, so students with IEPs in the 4th and 5th grade are not receiving their service minutes and not receiving the differentiation they need in class. We have seen a significant performance gap between general education students and students with IEPs and this is a direct result of the lack of differentiation and service supports due to these vacancies. This inequitable access to personnel affects the support our general education staff receive in differentiating in an inclusion classroom and also affects parents because they may not have the appropriate communication they need about their students progress and hold regular IEP meetings. In order to mitigate this impact, we must hire a new Resource Specialist soon.

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.

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| ACORN Woodland Elementary School: School | | SPSA Year Reviewed: 2020-21 | SPSA Link: 20-21 SPSA |
| 2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA) | | | |
| 20-21 Conditions for Student Learning Priority: | | Develop strong SEL skills in students through the use of Caring School Community and Restorative Justice best practices along with creating an anti-racist school that is inclusive of all community members | |
| Theory of Change: | Multi-tiered Systems of Support: Teachers build safe and predictable learning environments by promoting culturally responsive, school-wide expectations for behavior and academics. | | |
| Related School Goal: | All students build relationships to feel connected and engaged in learning. | | |
| Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | | | |
| Due to the pandemic and the shift to distance learning, our SEL priorities changed in order to support students' mental health and well-being. We shifted our focus to communicate our schoolwide expectations for behavior and academics, and to build strong connections with students and families through the online platform. With the use of the Caring School Community kits, all teachers implemented the morning meeting routines and lessons and emphasized our school-wide expectations on a daily basis. Teachers implemented office hours for students and parents to receive either academic or tech assistance. Teachers participated in three rounds of wellness checks where they checked in with families about their needs and mental health. We continued to work on our anti-racist school culture as a staff and began to lay the foundation for anti-racist work with students and families. Teachers experienced a PD cycle grounded in student engagement where they wondered and inquired on how to be culturally responsive through Zoom as well as to emphasize each child's background to connect students to the learning. | | | |
| What evidence do you see that your practices are effective? | | | |
| Our attendance was in the 90's and we saw student growth in RI and iReady assessments. The attendance rate and student growth is evidence that students are feeling motivated to come to school and are inspired to learn even in such difficult circumstances for so many. | | | |
| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | | | |
| No changes to the original goal, but if we are back on site, we will need to work on clearly connecting Caring School Communities and Restorative Justice practices and ensuring we are communicating these expectations to all of our students. | | | |
| 20-21 Standards-Based Instruction Priority: | | Critically implementing standards-based curricula while being responsive to students' needs and ensuring adequate support for historically marginalized students | |
| Theory of Change: | If we continue to regularly practice with complex text and its academic language, ground our reading, writing and speaking on evidence from the text, build content knowledge, provide students with the opportunity to engage in the work of the standard, and use data to provide reading and math intervention to support for our neediest students, then students will continue to grow in the IABs, SRI, and F&Ps. | | |

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| Related School Goal: | All students continuously grow towards meeting or exceeding standards in Language Arts by teaching with grade level complex text, supporting academic discussions, and using ELD strategies to better support ALL our students. Math lessons will include academic discussions and rubrics of success in order to support our focal students English Learner students continuously develop their language, reaching English fluency in six years or less through the use of language objectives, academic discussions, and implementation of juicy sentences across the subject areas. |
| Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | |
| This year, we were able to continue to implement a more compact version of our curriculum (In Sync) in order to give students and teachers online access to materials and other resources to help with distance learning. We continued to regularly practice with complex text, to ground our reading, writing, and speaking on the evidence from the text as well as to ensure that students were engaging in the mental demands of the standards, and we provided reading and math intervention to support our neediest students. We also shifted the instruction in the intervention blocks for 3-5 to include fluency practice of complex text. The only strategy we did not implement was the juicy sentences strategy to support language development with our ELs, but due to the pandemic instructional minutes were less than in normal circumstances and there were so many other things to learn and implement that ELD and embedded EL strategies were not prioritized. | |
| What evidence do you see that your practices are effective? | |
| iReady and RI data that showed student growth. | |
| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | |
| I would like to train my entire teaching staff in Making Meaning or ALLAS so that we can better embed EL strategies into every classroom and ensure that teachers understand the power of gaining content knowledge and how that supports students in understanding complex text. | |
| | |
| 20-21 Language & Literacy Priority: Deeper understanding of Language and Literacy | |
| Theory of Change: | 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. |
| Related School Goal: | All students continuously grow towards meeting or exceeding standards in Language Arts by teaching with grade level complex text, supporting academic discussions, and using ELD strategies to better support ALL our students. English Learner students continuously develop their language, reaching English fluency in six years or less through the use of language objectives, academic discussions, and implementation of juicy sentences across the subject areas. |
| Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | |
| We were able to provide better coaching cycles and PLCs to support teacher growth and development. The focus on strategies to support access to all our students changed slightly in order to implement distance learning. We became more attentive to teaching practices that supported student success in distance learning and resulted in student achievement. | |
| What evidence do you see that your practices are effective? | |
| Even though we were in a pandemic, we were able to support students' academic growth. We saw little regression in students who engaged in distance learning. | |

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| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | |
| With the addition of ALLAS, I would like to support teachers in learning more about the language demands of the tasks students are being asked to do so that they can better support all of our students. | |
| 20-21 Conditions for Adult Professional Learning Priority: | 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. |
| Theory of Change: | 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. |
| Related School Goal: | All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts by teaching with grade level complex text, supporting academic discussions, and using ELD strategies to better support ALL our students. Math lessons will include academic discussions and rubrics of success in order to support our focal students English Learner students continuously develop their language, reaching English fluency in six years or less through the use of language objectives, academic discussions, and implementation of juicy sentences across the subject areas. All students build relationships to feel connected and engaged in learning. |
| Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | |
| We were able to implement this goal was more success. The ILT focused on building decision making structures that incorporated teacher voice and was grounded in student data and student experience. PLCs were based on data, the instructional core, student experiences, analyzing student work and were led by ILT members and the TSA. Creating additional opportunities for teachers to collaborate around strategies to support access for all students has been a priority. | |
| What evidence do you see that your practices are effective? | |
| Through PLC observations, ILT check-ins, feedback, and discussions, I learned that ILT members became more confident in facilitating PLCs and practiced interrupting White Supremacy Culture characteristics within the staff. Teachers felt more comfortable speaking their truth and felt heard. | |
| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | |
| I would like to continue the PLC work so that our structures are ritualized. We will also continue with coaching to support teachers in their growth. In addition I would also like to add structures develop a school where teachers have a learner stance, they explore their biases, have difficult conversations about race, and interrupt racist practices and deficit language when speaking about our community members. A school that embraces conflicting ideas and has structures to support differing beliefs and ideas. | |
| 20-21 Conditions for English Language Learners Priority: | Teachers implementing explicit language development strategies in designated and integrated spaces to support both Spanish Language learners and English Language learners. |

| | |
|--|--|
| Theory of Change: | If all teachers use explicit ELD/SLD strategies embedded into the ELA curriculum that help students with understanding of vocabulary and language structures, then language learners will be able to access grade level complex text and task. |
| Related School Goal: | English Learner students continuously develop their language, reaching English fluency in six years or less through the use of language objectives, academic discussions, and implementation of juicy sentences across the subject areas. |
| Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | |
| We were able to do some of this goal, but not as much as we were hoping. Due to instructional time constraints of the MOU and the need to learn to teach through Zoom, we prioritized other things. However, we still continued to use some language development strategies that were allowed in the short time provided for instruction. | |
| What evidence do you see that your practices are effective? | |
| Some ELL growth in the majority of classrooms. we were able to reclassify % of ELs. | |
| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | |
| I would like to continue to build and implement our EL strategies so that we can better embed ELD with our curriculum, but I would also like to incorporate designated ELD for students who are identified as needing more language supports through an added ELD class that will support language acquisition. I would also like to use iReady for our Spanish bilingual classrooms in order to build better alignment within our bilingual model, Having standards based data can help align our bilingual teaching practices with those from the SEI classrooms to better support students' transition into English literacy. | |
| DEPARTURE FROM PLANNED 20-21 SPSA BUDGET | |
| Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why? | |
| Most of the changes that were made to our budget were purely to help students and teachers be more successful and feel supported in the distance learning environment. Some changes were also made in order to support the development of teacher leadership at the school level. | |

| School: ACORN Woodland Elementary School | | | | School ID: 165 | |
|---|---|--|---|--|--|
| 3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices | | | | | |
| <i>District Strategy:</i> Building CONDITIONS FOR STUDENT LEARNING | | | | | |
| School Priority ("Big Rock"): | | Develop strong SEL skills in students through the use of Caring School Community and Restorative Justice best practices along with creating an anti-racist school that is inclusive of all community members | | | |
| School Theory of Change: | | Multi-tiered Systems of Support: Teachers build safe and predictable learning environments by promoting culturally responsive, school-wide expectations for behavior and academics. | | | |
| Related Goal(s): | | All students build relationships to feel connected and engaged in learning. | | | |
| Students to be served by these actions: | | <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 lessons in order to build connections and improve student peer relationships. | Observations, ensuring teachers have planning time and the materials needed. Provide professional development and/ or coaching when needed. | Observations URFs Attendance | | Tier 1 |
| 1-2 | Teach SEL skills that students will use with their peers and adults and show growth in self regulating. | Provide a clear outlined structure and system to support the growth of SEL skills and conflict management. Provide a Social Justice manager | Observations URFs Attendance informal observations of peer relations (recess talk) | | Tier 2 |
| 1-3 | Teachers will use culturally responsive pedagogy to support student academic success | Provide observations, feedback and coaching to monitor implementation and growth. | Observations Teacher growth in this area in Teachboost | | Tier 1 |

| | | | | | |
|-----|---|---|--|--|--------|
| 1-4 | Teachers will tap into the students funds of knowledge to explain the reasons for learning the content. | Provide observations, feedback and coaching to monitor implementation and growth. Model this strategy when speaking to students and teachers. | | | Tier 1 |
|-----|---|---|--|--|--------|

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

| | |
|--|---|
| School Priority ("Big Rock"): | Critically implementing standards-based curricula while being responsive to students' needs and ensuring adequate support for historically marginalized students |
| School Theory of Change: | If we continue to regularly practice with complex text and its academic language, ground our reading, writing and speaking on evidence from the text, build content knowledge, provide students with the opportunity to engage in the work of the standard, and use data to provide reading and math intervention to support for our neediest students, then students will continue to grow in the IABs, SRI, and F&Ps. |
| Related Goal(s): | All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. |
| Students to be served by these actions: | <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 | Use complex or grade level text in ELA instruction Develop students' conceptual understanding of Math | Provide necessary materials for all students to have text in front of them Organize and support peer observations grounded in the instructional core Observation and feedback | observations reclassification rates Academic growth of EL students as indicated on standards based assessments | | Tier 1 |

| | | | | | |
|-----|---|--|---|--|--------|
| 2-2 | Supplement (scaffold) curriculum when necessary without compromising rigor in order to meet the needs of students in our focal group. Be able to maneuver the DOK levels when questioning students. | Provide PD opportunities for teachers to learn the difference between scaffold and modifications Provide training and practice using the DOK in order for teachers to become more proficient in eliciting different mental tasks from students Observations, feedback, coaching, and monitoring lesson plans | As evidenced by the tasks students are being asked to do. Through formal and informal observations EL Students, African American students, and students with IEP growth on SBAC Different types of questions as based on the DOK | | Tier 1 |
| 2-3 | Teachers will group students and provide small group targeted instruction based on data | Help and support teachers with assessments Obtain standards-based assessments for all language programs Provide an assessment/monitoring calendar. Be a thought partner when analyzing data and provide teachers with the support they need to move students | Lesson planning Observations Student growth data | | Tier 1 |
| 2-4 | Teachers will analyze student data and collaboratively create an action plan to address student academic growth | Create a schedule for assessments, data conferences, work collaboratively with teachers, and provide planning time | Focused and targeted small group instruction Student growth data | | Tier 1 |
| 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. | Observations Teacher excitement peer observations | | Tier 1 |

| | | | | | |
|-----|--|---|---|--|--------|
| 2-6 | Participate in Professional Development | Provide relevant, quality, well organized PD that supports teacher growth and student needs. | Wednesday teacher attendance implementation of PD content in the classroom | | Tier 1 |
| 2-7 | Monitor student progress | Strategically use iReady mastery assessments to monitor student progress | iReady Mastery Assessment data | | Tier 1 |
| 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. | Data conference attendance and deliverables Intervention groupings | | Tier 2 |

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

| | |
|--|--|
| School Priority ("Big Rock"): | Deeper understanding of Language and Literacy |
| School Theory of Change: | 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. |
| Related Goal(s): | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less. |
| Students to be served by these actions: | <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 | Lesson plans | | Tier 1 |

| | | | | | |
|-----|---|---|---|---|--------|
| 3-2 | Teach the curricula with embedded EL strategies | Provide EL strategy training to all staff. Hold staff accountable to the implementation of such strategies through observation and feedback Check and monitor lesson planning | observations reclassification rates Academic growth of EL students as indicated on standards based assessments | | Tier 1 |
| 3-3 | participate in coaching cycles | Create and systematize a coaching model to better support teacher growth | | | Tier 1 |
| 3-4 | Have a learner stance | Model Create norms that support this stance Create a culture of learning for adults Hold adults to expectations | Teachers' feel excited and motivated to teach Teachers are learning new ideas and concepts Teachers have an open mind to learning | | Tier 1 |
| 3-5 | Are curious about struggling students | Hold teachers accountable for their data Support their needs provide consultancies during PLCs | Teachers will seek help Seek PD to better support students Work collaboratively with families | Engaging in more student monitoring to check for mastery of standards | Tier 1 |
| 3-6 | Analyze data and adjust teaching | Provide meaningful and relevant PD | Lesson plans Student growth | | Tier 1 |
| 3-7 | Learn more ways to scaffold language and literacy | Provide an adult learning environment Coaching | Lesson plans Observations and feedback | Engaging in more student monitoring to check for mastery of standards | Tier 1 |
| 3-8 | Can anticipate student misconceptions and plans accordingly | Coaching Observations Give feedback | lesson plans observations Seamless and uninterrupted teaching | | Tier 1 |

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

| | |
|--------------------------------------|--|
| School Priority ("Big Rock"): | 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. |
|--------------------------------------|--|

| School Theory of Change: | 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. | | | | |
|--|---|--|----------------------------|--|--|
| Related Goal(s): | All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning. | | | | |
| Students to be served by these actions: | <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 | Participate in PLC cycles | Provide PLC structured time, support for PLC leads, observations, make PLC content relevant to student growth and needs as observed in the data. | | | |

| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS | | | | | |
|--|--|--------------------|----------------------------|--|--|
| School Priority ("Big Rock"): | Teachers implementing explicit language development strategies in designated and integrated spaces to support both Spanish Language learners and English Language learners. | | | | |
| School Theory of Change: | If all teachers use explicit ELD/SLD strategies embedded into the ELA curriculum that help students with understanding of vocabulary and language structures, then language learners will be able to access grade level complex text and task. | | | | |
| Related Goal(s): | English Learner students continuously develop their language, reaching English fluency in six years or less. | | | | |
| Students to be served by these actions: | <i>English Language Learners</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 | Teachers embed EL strategies to the content curriculum | Provide ALLAS training to all teachers including Specials teachers Observe and give feedback Check lesson plans | More EL students will be able to access complex text | | Tier 1 |
| 5-2 | Teachers provide the academic language needed to accomplish the task and time to practice it | Provide ALLAS training to all teachers including Specials teachers Observe and give feedback Check lesson plans for language objective | Tasks show the use of academic language especially in writing | | Tier 1 |
| 5-3 | Provide students with time to practice language structures during designated ELD time | Provide curriculum Stipends for teachers | Students gain more vocabulary and are able to manipulate language to create puns, word play, and jokes. | | Tier 2 |
| 5-4 | 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? | EL student growth | | Tier 2 |
| 5-5 | Introduce complex concepts with concrete examples where content demand is low and examples use students' funds of knowledge. | Create opportunities for teachers and students to bond and create strong connections. | ELs gain conceptual understanding of tasks | | Tier 1 |

PROPOSED 2021-22 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 ACTION | BUDGET ACTION NUMBER |
|---------------------------------------|---------------|-------------------------------|-------------|--|------|----------------------------------|------|--|---|----------------------|
| Attendance Specialist Bilingual | \$5,969 | General Purpose Discretionary | 2205 | Classified Support Salaries | 1930 | Attendance Specialist, Bilingual | 0.10 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Create opportunities for teachers and students to bond and create strong connections. | 165-1 |
| Classified Support Salaries | \$10,951 | General Purpose Discretionary | 2205 | Classified Support Salaries | tbd | Enter position number at left. | tbd | Goal 1: All students graduate college, career, and community ready. | Provide necessary materials for all students to have text in front of them Organize and support peer observations grounded in the instructional core Observation and feedback | 165-2 |
| TSA | \$148,668 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 1341 | 11-Month Classroom TSA | 1.00 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Provide students with time to practice language structures during designated ELD time | 165-3 |
| Noon Supervisor | \$14,389 | LCFF Supplemental | 2905 | Other Classified Salaries | 1932 | Noon Supervisor | 0.40 | Goal 1: All students graduate college, career, and community ready. | Are curious about struggling students | 165-4 |
| Teacher Prep | \$44,759 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 2255 | Teacher Education Enhancement | 0.40 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Ensure that ELs who are struggling receive extra support in Math and ELA | 165-5 |
| EBAC | \$17,868 | LCFF Supplemental | 5825 | Consultants | tbd | Enter position number at left. | tbd | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Are curious about struggling students | |
| To be allocated Fall 2021 | \$8,066 | LCFF Supplemental | 4399 | Unallocated | tbd | Enter position number at left. | tbd | tbd | tbd | |
| Certificated Teachers' Salary - Coach | \$31,999 | LCFF Concentration | 1120 | Certificated Teachers' Salaries: Stipends | tbd | Enter position number at left. | tbd | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Implement Caring School Community lessons in order to build connections and improve student peer relationships. | 165-8 |
| EBAC | \$9,251 | LCFF Concentration | 5825 | Consultants | tbd | Enter position number at left. | tbd | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Are curious about struggling students | 165-9 |
| Teacher Extended Contracts | \$36,750 | Title I: Basic | 1120 | Certificated Teachers' Salaries: Stipends | n/a | Enter position number at left. | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Provide PLC structured time, support for PLC leads, observations, make PLC content relevant to student growth and needs as observed in the data. | 165-10 |

PROPOSED 2021-22 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 ACTION | BUDGET ACTION NUMBER |
|--|---------------|---|-------------|-------------------------|-----|--------------------------------|-----|--|---|----------------------|
| Girls Inc. | \$60,000 | Title I: Basic | 5825 | Consultants | tbd | Enter position number at left. | tbd | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teach SEL skills that students will use with their peers and adults and show growth in self regulating. | 165-11 |
| Parent Workshops | \$2,580 | Title I: Basic | 4392 | Mid-Year Adjustment | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Supervise intervention program and monitor intervention data, monitor attendance, communicate with parents. Consistently ask who are the students who are struggling in your class? | 165-12 |
| Curriculum Materials: RAZ Kids, footprints | \$6,450 | Title IV: Student Support & Academic Enrichment | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Supervise intervention program and monitor intervention data, monitor attendance, communicate with parents. Consistently ask who are the students who are struggling in your class? | 165-13 |
| After School Program | \$111,945 | After School Education & Safety (ASES) | 5825 | Consultants | tbd | Enter position number at left. | tbd | Goal 1: All students graduate college, career, and community ready. | Implement Caring School Community lessons in order to build connections and improve student peer relationships. | 165-14 |



School-Parent Compact

ACORN WOODLAND

2020-21

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 2020-21 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 Great Mind's Wit and Wisdom and its **digital format of InSync ELA** curriculum to teach ELA and for Math, we will use a blend of Great Mind's Eureka Math and Teaching Through Problem-Solving (TTP). AWE will also provide reading intervention and **Math intervention** to students who need extra support in reading. **AWE will be using Seesaw as an online platform to better communicate coursework with students and parents.**

- 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 **virtual home visits at the beginning of the school year** and 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 when necessary, **we will hold SST meetings via Zoom** 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.

Teachers will communicate the students' productivity via online platform weekly through Talking Points

4) Provide parents reasonable access to staff.

At AWE, we hold a monthly Coffee Chat where parents have access to teachers and/or principal through Coffee with the 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. **Parents and teachers also have access to email.** 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. Teachers provide their Zoom IDs.

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. Provide weekly communication from teachers addressing missed work.

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, work completion messages and other possible 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 August 28th, 2020 and will be in effect for the period of 2019-2023. (with amendment in 2020 due to CoronaVirus Pandemic)

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 September 30, 2020.

Signature of Principal:

Julissa Lambert-Yank

Date 8/28/20



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 (iReady) 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~~
- **Virtual Home Visits**
- **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
- **Social Media**

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**
- **Coffee with the Principal**

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. (TBD)

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, No Red Ink (3-5),)
- Student logins for technology programs
- **Parent Computer Classes**
- **Technology support/Office Hours**
- **Teachers will communicate weekly with parents about their child's work completion**

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
- **Coffee with the Principal**

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 meeting on the last Friday 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~~ Zoom
- ~~The school provides support for parent and family engagement activities requested by~~ parents by:
 - Providing Monthly Workshops via Zoom
 - Coffee Chat
 - Parenting, leadership, and academic workshops
 - **Coffee with the Principal**

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~~ (access to Ms. Aguilar)
- ~~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 8/28/20 and will be in effect for the period of August 10, 2020 through May 28, 2021.

The school will distribute this policy to all parents on or before September 30, 2020.

Name of Principal

Signature of Principal

Date

Please attach the School-Parent Compact to this document.



**Acorn Woodland Elementary
School Site Council Membership Roster
2020-2021**

SSC - Officers

| | |
|-------------------|----------------|
| Chairperson: | Yadira Muriilo |
| Vice Chairperson: | Victoria Angel |
| Secretary: | Laura Limon |

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

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Julissa Lambert-Yank | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maira Lopez Cruz* | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Briana Hernandez* | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Esperanza Aguilar | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Yadira Murillo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Laura Limon | <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"/> |
| Maria Cuadrado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|--|---------------------------------|
| SSC Meeting Schedule: (Day/Month/Time) | Last Friday, @ 3:00 p.m. |
|--|---------------------------------|

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members