

Board Office Use: Legislative File Info.	
File ID Number	24-1826
Introduction Date	8/14/24
Enactment Number	24-1470
Enactment Date	8/14/2024 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Julissa Lambert-Yank
Date of this revision: 5/13/2024

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

Position: Principal

Address: 1025 81st Avenue

Telephone: 510-639-3344

Oakland, CA 94621

Email: julissa.lambert-yank@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 5/13/2024

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Julissa Lambert-Yank	<i>Julissa Lambert-Yank</i>		5/13/2024
<i>Principal</i>	Signature	Benjamin Davis 8/15/2024 President, Board of Education	Date
Nancy Gomez	<i>Nancy Gomez</i>		5/13/24
<i>SSC Chairperson</i>	Signature	Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	Date
Monica Thomas	<i>Monica Thomas</i>		5/15/24
<i>Network Superintendent</i>	Signature		Date
Lisa Spielman	<i>Lisa Spielman</i>		5/16/2024
<i>Director, Strategic Resource Planning</i>	Signature		Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2024	ILT	SPSA Planning was introduced to ILT and priorities for the year were made.
1/17/2024	SSC	Reviewed budget, input on priorities, title 1 vote
2/20/2024	SSC	Reviewed mid year data, reported out where budget landed, more input on priorities.
1/22/2024	Staff Meeting	Reviewed budget with the whole staff
5/13/2024	SSC	SSC approval of the SPSA

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$111,390.00
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	\$801,136.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$101,520	LCFF Discretionary (General Purpose Discretionary #0000)	\$14,600
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,820	LCFF Supplemental (LCFF Supplemental #0002)	\$192,375
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$7,050	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$295,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$55,288
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$111,390		\$689,746

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$801,136.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: ACORN Woodland Elementary School

School ID: 165

CDS Code: 1612596002273

SSC Approval Date: 5/13/2024

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.4%	5.5%	83.5%	0.7%	2.4%	15.9%	97.2%	71.4%	4.1%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.6%	0.7%	2.4%	0.0%	0.0%	0.0%	95.5%	4.8%	90.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	If we provide coaching support, collaboration time and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
Identified School Need:	SBAC Math distance from standard will decrease from -39.3 to -30. ELA SBAC distance from standard will decrease from -34.7 to -28

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	20.0%	not available until fall 2024	not available until fall 2025	81.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	30.0%	not available until fall 2024	not available until fall 2025	45.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	68.9%	not available until fall 2024	not available until fall 2025	45.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-34.7	not available until fall 2024	not available until fall 2025	-28.0

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	63.6%	not available until fall 2024	not available until fall 2025	48.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-39.3	not available until fall 2024	not available until fall 2025	-30.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	11.5%	not available until fall 2024	not available until fall 2025	41.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	9.6%	not available until fall 2024	not available until fall 2025	12.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	If site leaders proactively monitor and support accelerated progress, while also offering small group reading and math support specifically tailored to English Learners, then students will demonstrate growth in both math and English language arts, as evidenced by improvements in their IReady and SBAC scores.
Identified School Need:	SBAC Math distance from standards will decrease from -39.3 to -30 . SBAC ELA will grow from -34.7 to -28

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-43.5	not available until fall 2024	not available until fall 2025	-35.0
SBAC ELA Distance from Standard Met	English Learners	-57.7	not available until fall 2024	not available until fall 2025	-46.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	69.2%	not available until fall 2024	not available until fall 2025	55.3%
SBAC Math Distance from Standard Met	Special Education Students	-58.3	not available until fall 2024	not available until fall 2025	-46.6
SBAC Math Distance from Standard Met	English Learners	-59.2	not available until fall 2024	not available until fall 2025	-47.3

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	14.0%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%

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

School Goal:	If Community Schools Manager and other support teams will collaborate to implement Tier 1 and Tier 2 strategies aimed at reducing chronic absenteeism and out-of-school suspensions, while also enhancing student connectedness. This will be measured through the Sown to Grow survey and Aeries data.
Identified School Need:	Suspensions will decrease from 5.5% to 1%

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.8%	not available until fall 2024	not available until fall 2025	82.6%
Out-of-School Suspensions	All Students	1.3%	not available until fall 2024	not available until fall 2025	2.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	60.8%	not available until fall 2024	not available until fall 2025	19.2%
Chronic Absenteeism	African American Students	68.4%	not available until fall 2024	not available until fall 2025	40.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Teachers will experience a sense of support and motivation through various means such as coaching, leadership opportunities, collaborative efforts in shaping school conditions, targeted professional development, ultimately reflecting in positive outcomes on measures like the CHKS survey and retention rates.				
Identified School Need:	Retention of teachers of color will increase to 50%				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	72.9%	not available until fall 2024	not available until fall 2025	53.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>If we provide coaching support, collaboration time and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	<i>In our commitment to fostering a rigorous academic environment, all teachers diligently implement the adopted curriculum, ensuring that students have consistent exposure to challenging and thought-provoking materials. By adhering to the prescribed curriculum, teachers equip students with the necessary skills and knowledge to engage with complex texts effectively, thereby promoting critical thinking and analytical abilities across all subject areas. Furthermore, to enhance instructional practices and student learning outcomes, our teachers benefit from ongoing support and guidance from the instructional coach. This coach provides valuable assistance in analyzing assessments, enabling teachers to identify areas of strength and areas in need of improvement among their students. Additionally, the coach assists teachers in unpacking math lessons, breaking down complex concepts into manageable components, and devising effective instructional strategies to foster conceptual understanding and problem-solving skills among students. Through these collaborative efforts, teachers receive the necessary support and resources to refine their teaching practices, tailor instruction to meet the diverse needs of their students, and ultimately facilitate meaningful academic growth and achievement within the classroom setting.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>If site leaders proactively monitor and support accelerated progress, while also offering small group reading and math support specifically tailored to English Learners, then students will demonstrate growth in both math and English language arts, as evidenced by improvements in their IReady and SBAC scores.</i></p>	<p><i>Utilizing data-driven insights, our approach targeted the students with the most pressing academic needs, particularly focusing on English Language Arts (ELA) support. By identifying and analyzing relevant data sets, we were able to pinpoint areas requiring intervention and allocate resources accordingly. Moreover, recognizing the unique challenges faced by newcomers to our educational community, we implemented specialized support structures, including small group interventions tailored to their specific linguistic and academic requirements.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>If Community Schools Manager and other support teams will collaborate to implement Tier 1 and Tier 2 strategies aimed at reducing chronic absenteeism and out-of-school suspensions, while also enhancing student connectedness. This will be measured through the Sown to Grow survey and Aeries data.</i></p>	<p><i>At our school site, we have implemented MTSS framework, designed to ensure that all students receive the interventions and resources necessary to succeed academically, behaviorally, and socially. Central to this framework are our regular COST meetings, where staff convene to discuss student progress, identify areas of concern, and collaboratively develop targeted interventions. Additionally, our SSTs convene as needed to address specific student needs that require additional attention and support beyond what is provided through the general MTSS structure. These teams leverage a collaborative approach, drawing upon expertise of educators, counselors, administrators, and other stakeholders to develop comprehensive plans tailored to the unique needs of individual students.</i></p> <p><i>In addition to implementing Tier 1 and Tier 2 strategies, we have introduced reward systems to recognize and incentivize students with exemplary attendance records. By celebrating and reinforcing positive behavior, we aim to foster a culture where attendance is valued and prioritized, contributing to a more vibrant and engaged learning environment.</i></p> <p><i>Furthermore, to provide clarity and transparency regarding behavioral expectations and consequences, we have developed a comprehensive discipline matrix. This matrix serves as a guide for teachers, outlining the behavioral expectations and the corresponding sequence of consequences for infractions. By equipping teachers with a clear understanding of the behavior management system, we empower them to effectively address behavioral issues while promoting consistency and fairness across all classrooms</i></p>

<p>LCAP Goal 4:</p>	<p><i>Teachers will experience a sense of support and motivation through various means such as coaching, leadership opportunities, collaborative efforts in shaping school conditions, targeted professional development, ultimately reflecting in positive outcomes on measures like the CHKS survey and retention rates.</i></p>	<p><i>Typically, our coaching support encompasses a comprehensive approach aimed at enhancing educators' proficiency in both Mathematics and English Language Arts (ELA). We strive to empower teachers with innovative methodologies, equipping them with the tools and strategies necessary to effectively implement Tier 1 instruction, thereby fostering optimal learning outcomes for all students.</i></p> <p><i>In addition to personalized coaching sessions tailored to individual teacher needs, we cultivate a culture of collaboration and leadership within our school community. Teachers are not only encouraged but also entrusted with the role of teacher leaders, assuming responsibilities beyond the classroom. They actively participate in various committees dedicated to shaping different aspects of our school environment, ranging from curriculum development to student support services.</i></p> <p><i>By engaging teachers as active contributors to the educational landscape, we foster a dynamic learning community where expertise is shared, ideas are exchanged, and collective efforts drive continuous improvement. Through this collaborative approach, we strive to cultivate a school environment that is not only conducive to academic excellence but also reflective of our commitment to nurturing holistic development and fostering lifelong learning.</i></p>
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Goal Area:	School Goal:	Priority Challenges
<p>LCAP Goal 1:</p>	<p><i>If we provide coaching support, collaboration time and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i></p>	<p><i>This academic year posed significant challenges in delivering high-quality coaching support, especially in English Language Arts (ELA) and Math, due to the shortage of a dedicated Literacy Coach. This shortage had a profound impact on both the depth and frequency of coaching sessions provided. As a result, teachers received coaching that primarily focused on navigating the curriculum rather than delving deeply into refining their pedagogical approaches or classroom management skills.</i></p> <p><i>The coaching sessions, though beneficial in familiarizing teachers with curriculum materials, did not effectively address the core elements of instructional practice or equip educators with the necessary tools to enhance their teaching methodologies. With a considerable influx of new teachers requiring substantial support, the limited resources further exacerbated the situation.</i></p> <p><i>The lone coach on staff found themselves stretched thin, being pulled in multiple directions and unable to provide the focused attention needed to truly cultivate and elevate teachers' instructional practices. Consequently, the coaching efforts remained superficial, failing to achieve the desired impact on teacher effectiveness and student learning outcomes.</i></p> <p><i>The lack of adequate coaching resources underscored the pressing need for a comprehensive and sustainable support system that prioritizes the professional growth and development of educators. Moving forward, it is imperative to address staffing shortages and allocate resources strategically to ensure that all teachers, particularly those new to the profession, receive the comprehensive support they need to thrive in the classroom and foster student success.</i></p>

<p>LCAP Goal 2:</p>	<p><i>If site leaders proactively monitor and support accelerated progress, while also offering small group reading and math support specifically tailored to English Learners, then students will demonstrate growth in both math and English language arts, as evidenced by improvements in their IReady and SBAC scores.</i></p>	<p><i>Despite our efforts to offer small group interventions tailored to the needs of students identified through iReady data analysis, the integrity and effectiveness of these interventions were compromised during my medical leave. As a consequence of my absence, proactive monitoring and support mechanisms crucial for ensuring the fidelity of the intervention program were not adequately implemented.</i></p> <p><i>Without regular oversight and guidance, the quality of the interventions suffered, and the desired outcomes were not achieved. The absence of proactive monitoring meant that adjustments and refinements to the intervention strategies were not made in a timely manner, hindering their overall efficacy.</i></p> <p><i>Furthermore, the lack of oversight may have led to inconsistencies in implementation among different intervention groups, resulting in variations in the quality of instruction and support received by students. This variability could have contributed to discrepancies in student progress and outcomes across intervention groups.</i></p> <p><i>Moving forward, it is essential to establish robust systems for program monitoring and support that can operate effectively even in the event of unforeseen absences. This may involve developing clear protocols for program oversight, delegating responsibilities to capable staff members, and implementing mechanisms for ongoing evaluation and feedback to ensure the continued success of intervention efforts, even during periods of absence or transition.</i></p>
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<p>LCAP Goal 3:</p>	<p><i>If Community Schools Manager and other support teams will collaborate to implement Tier 1 and Tier 2 strategies aimed at reducing chronic absenteeism and out-of-school suspensions, while also enhancing student connectedness. This will be measured through the Sown to Grow survey and Aeries data.</i></p>	<p><i>In order to enhance attendance tracking and incentivize regular attendance, we recognize the need for a more proactive and systematic approach. This involves not only incentivizing students for good attendance but also implementing aggressive monitoring measures to identify and address attendance issues promptly. By closely monitoring attendance data and implementing targeted interventions, we can identify trends, provide early intervention, and support students in overcoming barriers to attendance.</i></p> <p><i>Additionally, to ensure consistency and effectiveness in managing attendance-related matters, we acknowledge the importance of regular attendance team meetings. These meetings serve as a platform for stakeholders to collaborate, share insights, and develop strategies to improve attendance rates. By convening these meetings on a consistent basis, we can ensure that attendance-related efforts are coordinated, responsive, and aligned with the overarching goals of promoting student success.</i></p> <p><i>Regarding disciplinary processes, we recognize the critical importance of transparency and accessibility. To this end, we are committed to making our discipline matrix readily available to all stakeholders, including students, parents, and staff. By providing clear guidelines and expectations, we empower stakeholders to understand the disciplinary procedures and their role in maintaining a positive school climate.</i></p> <p><i>Furthermore, adherence to the discipline matrix is essential for ensuring consistency and fairness in disciplinary actions. Those responsible for discipline must refer to the matrix to ensure full compliance with established protocols. Moreover, we recognize the value of offering alternatives to suspension as a means of addressing behavioral issues while minimizing disruptions to students' education. Therefore, we are exploring the implementation of a list of possible consequences that can serve as alternatives to suspension, thereby promoting positive behavior and student success while maintaining accountability within the school community.</i></p> <p><i>To further nurture our partnerships with parents, we aim to persist in offering academic opportunities that empower them to effectively advocate for their children's education.</i></p>
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<p>LCAP Goal 4:</p>	<p><i>Teachers will experience a sense of support and motivation through various means such as coaching, leadership opportunities, collaborative efforts in shaping school conditions, targeted professional development, ultimately reflecting in positive outcomes on measures like the CHKS survey and retention rates.</i></p>	<p>Our primary hurdle in achieving this objective lies in securing a sufficient number of qualified individuals who can dedicate their time to providing support to teachers, ensuring they feel adequately supported. The absence of a literacy coach and a principal at the site significantly hindered our ability to provide the necessary support to teachers, thereby diminishing the overall level of assistance we could offer.</p> <p>We recognize the necessity to revamp our approach to professional development, transitioning towards a learner-centered model that places teachers at the forefront of their own learning journey. In this reimagined paradigm, educators take on a more active role, engaging in meaningful experiences that empower them to drive their professional growth.</p> <p>Central to this shift is the emphasis on fostering greater connectedness between teachers, their learning, and the broader school and community context. We envision professional development experiences that not only equip teachers with valuable skills and knowledge but also cultivate a sense of belonging and purpose within the school community.</p> <p>Through collaborative initiatives and experiential learning opportunities, teachers will have the chance to explore innovative teaching practices, exchange insights, and co-create solutions to educational challenges. By actively involving teachers in the design and implementation of professional development activities, we aim to ensure that these experiences are relevant, impactful, and tailored to the unique needs of our school community.</p> <p>Ultimately, our goal is to cultivate a culture of lifelong learning, where teachers feel empowered to continuously evolve and innovate, forging deeper connections with their students, colleagues, and the community at large.</p>
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

ACORN Woodland Elementary
School: School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

The extended medical leave I took had a significant impact on the overall implementation of the SPSA. During this period, my absence created challenges for my staff in fully adhering to the SPSA. Despite their best efforts, they encountered difficulties in following the plan to its entirety due to the lack of support in my absence. This situation created obstacles in maintaining continuity and effectively executing the strategies outlined in the SPSA.

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

My absence had a notable impact on the effectiveness of strategies outlined in our plans. While some strategies were put into action, their effectiveness was compromised due to the absence of monitoring and adjustment. As a result, instructional outcomes did not meet our expectations. Without an English Language Arts Teacher on Special Assignment (ELA TSA) or a principal to oversee and provide feedback, there was a lack of structured supervision and evaluation, hindering the optimization of instructional practices

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.

While there haven't been numerous alterations to this plan, the implementation strategies have been refined to provide greater clarity. Most of these strategies are now more explicit, making them easily understandable and actionable for the Instructional Leadership Team to follow.

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?
Extended Contracts	College/Career Readiness	Teachers provide extra Math help before or after school	4/12 classrooms had a qualified teacher doing Math intervention after school	Ensure that this is a possibility for teachers and pay them accordingly for their time.

OT for Parent workshops	Student Connectedness to School	During workshops, our Spanish-speaking staff members provide translation services for presenters who do not speak Spanish. This ensures effective communication between teachers and Spanish-speaking parents, facilitating a collaborative and inclusive environment where all parents can actively participate in discussions about their child's education.	Offering translation services is an indispensable aspect of promoting parent representation and engagement within our school community. We recognize that language barriers can often hinder effective communication between school and home, potentially impeding parents' ability to fully participate in their child's education. By providing translation services during parent-teacher conferences and other school-related events, we aim to bridge this gap, ensuring that all parents, regardless of their language proficiency, have equitable access to vital information about their child's progress and school activities. At least 45/ 295 families took advantage of translation services	We would like to continue providing translation services for our community.
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	CAST (Science) at or above Standard	Offering science classes to all students while ensuring teachers have their designated preparation or collaboration time.	When the position is filled, it functions effectively. However, the challenge lies in finding someone with teaching experience who can ignite a passion for science among our students. 100% of students receive Science class 2x/week	We will proceed with this plan as we have now secured someone who is interested and dedicated to taking on this position. Additionally, it remains integral to providing teachers with collaboration time.

11-Month Classroom Teacher on Special Assignment (TSA)	SBAC ELA Distance from Standard Met	The individual in this role is responsible for offering coaching support to teachers, ensuring that our Tier 1 instruction aligns with the rigor of the Common Core State Standards. Additionally, they are tasked with organizing, monitoring, and providing training for our intervention program and providing professional development on culturally responsive teaching practices.	This year, this position remained vacant. It was very difficult to find someone with the expertise and commitment.	Ensure that we have someone available to take on this position. Clearly outline job duties and provide support where necessary. Ensure 100% of teachers receive some kind of coaching support
Extended Contracts	College/Career Readiness	Teachers provide extra Math help before or after school	4/12 classrooms had a qualified teacher doing Math intervention after school	Ensure that this is a possibility for teachers and pay them accordingly for their time.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	ACORN Woodland Elementary School	SCHOOL ID:	165
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal:	If we provide coaching support, collaboration time and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
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Identified Need:	SBAC Math distance from standard will decrease from -39.3 to -30. ELA SBAC distance from standard will decrease from -34.7 to -28
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/Foundational skills data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

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

School Goal: If site leaders proactively monitor and support accelerated progress, while also offering small group reading and math support specifically tailored to English Learners, then students will demonstrate growth in both math and English language arts, as evidenced by improvements in their IReady and SBAC scores.

Identified Need: SBAC Math distance from standards will decrease from -39.3 to -30 . SBAC ELA will grow from -34.7 to -28

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Analyzing data to identify and address disparities. Establishing transparent procedures and systems for monitoring the progress of students performing below grade level, newcomers, and newly enrolled students to streamline support structures.	All Students	Academic	Tier 2 - Supplemental
2-2	Ensure MTS systems are in place: COST, Attendance Team, SSTs, Tutoring, Extra mental health supports led by CSM	All Students	Academic	Tier 2 - Supplemental
2-3	Partnering with after-school programs to align resources and supports for students.	All Students	Academic	Tier 2 - Supplemental
2-4	Organize, monitor, and support SIPPS early literacy intervention and small groups throughout the day to support reading acceleration for our focal students supported by academic mentors, tutors and led by TSAs.	All Students	Academic	Tier 2 - Supplemental

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

School Goal: If Community Schools Manager and other support teams will collaborate to implement Tier 1 and Tier 2 strategies aimed at reducing chronic absenteeism and out-of-school suspensions, while also enhancing student connectedness. This will be measured through the Sown to Grow survey and Aeries data.

Identified Need: Suspensions will decrease from 5.5% to 1%

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	Behavioral	Tier 1 - Universal
3-2	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 - Universal
3-3	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance through weekly recognition systems, and monthly recognition in school assemblies or heritage month celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Provide parents and teachers with translation services when needed to foster family engagement.	English Learner Students	Academic	Tier 2 - Supplemental
3-6	Create a safe, nurturing, and caring school environment conducive to learning, fostering active parental involvement in their child's education.unities that empower them to effectively advocate for their children's education.	All Students	Behavioral	Tier 1 - Universal

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

School Goal:		Teachers will experience a sense of support and motivation through various means such as coaching, leadership opportunities, collaborative efforts in shaping school conditions, targeted professional development, ultimately reflecting in positive outcomes on measures like the CHKS survey and retention rates.		
Identified Need:		Retention of teachers of color will increase to 50%		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	All Students	Behavioral	Tier 1 - Universal
4-3	Extended contracts for leadership opportunities during the school year.	All Students	Academic	Tier 1 - Universal
4-4	All PD including August retreat, in-service days and Wednesday minimum days are planned based on teacher feedback and ILT planning.	All Students	Academic	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	Academic	Tier 1 - Universal

5-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-3	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 - Universal
6-3	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 - Universal
6-4	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curricula	English Learner Students	Academic	Tier 1 - Universal
6-5	Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	English Learner Students	Academic	Tier 1 - Universal
6-6	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$2,500	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide a safe, nurturing, and caring school environment where parents are welcomed and are active participants in their child's education.	165-1
4310 - Materials and Supplies	\$4,833	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide a safe, nurturing, and caring school environment where parents are welcomed and are active participants in their child's education.	165-2
Attendance Specialist Bil	\$7,267	LCFF Discretionary	2205	Classified Support Salaries	1930	Attendance Specialist, Bilingual	0.1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide parents and teachers with translation services when needed to foster family engagement.	165-3
1120 - Teachers Salaries Stipends	\$3,935	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Extended contracts for leadership opportunities during the school year.	165-4
Noon Supervisor	\$22,493	LCFF Supplemental	2905	Other Classified Salaries	1932	Noon Supervisor	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide a safe, nurturing, and caring school environment where parents are welcomed and are active participants in their child's education.	165-5
Teacher STIP	\$22,977	LCFF Supplemental	1105	Certificated Teachers' Salaries	8708	STIP Teacher	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	165-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA 10Pay	\$142,970	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9118	10-Month Teacher on Special Assignment (TSA)	0.95	Goal 1: All students graduate college, career, and community ready.		All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	165-7
1120 - Teachers Salaries Stipends	\$6,260	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	165-8
TSA 10Pay	\$7,525	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9118	10-Month Teacher on Special Assignment (TSA)	0.05	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	165-9
TSA Classroom 11Mos	\$24,012	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	1341	11-Month Classroom Teacher on Special Assignment (TSA)	0.15	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	165-10
Teacher Education Enhancement	\$63,724	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2255	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.5	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/Foundation al skills data, and reflect on instruction.	165-11

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$820	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	165-12
2225 - Classsuppt Salaries Overtime	\$2,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide parents and teachers with translation services when needed	165-13
1120 - Teachers Salaries Stipends	\$7,050	Title IV, Part A Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	165-14
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Partnering with after-school programs to align resources and supports for students.	165-15
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Partnering with after-school programs to align resources and supports for students.	165-16

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
7310 - Indirect Cost	\$7,957	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	165-17
Teacher STIP	\$68,930	Literacy Coaches & Reading Specialists Grant	1105	Certificated Teachers' Salaries	8708	STIP Teacher	0.75	Goal 1: All students graduate college, career, and community ready.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	165-18
TSA Classroom 11Mos	\$135,613	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	1341	11-Month Classroom Teacher on Special Assignment (TSA)	0.85	Goal 1: All students graduate college, career, and community ready.		All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	165-19
5825 - Consultants	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		All PD including August retreat, in-service days and Wednesday minimum days are planned based on teacher feedback and ILT planning.	165-20
Noon Supervisor	\$13,674	California Community Schools Partnership Program	2905	Other Classified Salaries	376	Noon Supervisor	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide a safe, nurturing, and caring school environment where parents are welcomed and are active participants in their child's education.	165-21
Program Mgr Community School	\$95,455	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9313	12-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance through weekly recognition systems, and monthly recognition in school assemblies or heritage month celebrations.	165-22

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$185,871	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	165-23
4310 - Materials and Supplies	\$4,309	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curricula	165-24
Teacher Education Enhancement	\$50,979	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.4	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/Foundation al skills data, and reflect on instruction.	165-25



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.

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:

- Ensuring the teaching of Common Core State Standards
- Oakland Unified School District's academic benchmark assessments and other localized reading assessments
- Monitoring reading proficiency levels students are expected to achieve
- Parent / teacher report card conferences
- Student learning goals meetings with teachers
- Monthly SSC Meetings
- Friday Workshops

The Community Schools Manager will work as a liaison to coordinate and integrate the Title 1 Parent Involvement standards in order to encourage and support parents to more fully participate in the education of their children. The Community Schools Manager will work to create academic workshops, develop family literacy, outreach to community partners, and promote healthy 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.

- We hold regular professional development around the Liberatory Design Cycle to ensure that our systems and practices are equitable for all parents and students.
- The school continually changes its systems to ensure anti-racist practices so that ALL students can thrive.
- At the beginning of the year, during minimum days, teachers must reach out to families, especially families closest to the pain, to do a wellness check through either a virtual or in-person home visit.
- Scheduling and participating in Coffee Chats where parents can have impromptu meetings with parents to check on their child's progress.

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.
- Flyer
- Repeated announcements on Parent Square
- Robocalls
- Principal Newsletter
- Coffee with the Principal

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

- Monthly Meetings
- Robocalls
- Parent Square
- Monthly Coffee with the Principal.

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:

- Monthly SSC meetings
- Teacher/Parent Conferences
- Annual Title I meeting

- Coffee with the Principal
- Parent Workshops
- Parent/Teacher Goal Meetings

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, daily/weekly posts on Parent Square.
- The school uses **Robocalls** in Spanish/English to communicate with parents about meetings, school reports, and all other activities.
- Teachers and Administrators use Parent Square 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:

- Consistently reaching out to parents via Parent Square to volunteer as room parents
- Reaching out to ask for everyday help in the cafeteria or other areas of the school
- Help during Health and Safety Fair
- Help during Career and Professional Day
- Volunteer during Teacher Appreciation Week
- Volunteer for annual carnival

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:

- Having an assigned SDTL to distribute and help parents with computers and hotspots.
- Friday Monthly Workshops where parents learn about our online platforms.

- Providing students with Clever Badges for home access
- CSM and SDTL work together to provide training and access to technology and online materials
- Back to School Night
- iReady training
- Partnering with Families in Action

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:

- Back to School Night Volunteer sign up
- SSC

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 meetings on the last Thursdays after school on zoom
- Coffee Chat once per month in person
- Coffee with the Principal once a month on in person
- Providing zoom option for parents
- Scheduling of parent conferences before and after school

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:

- Going over it at the Beginning of the Year during the Title I meeting
- Presentation and table during Back to School Night
- Provide SSC meetings on the last Wednesdays of every month.
- 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

- Spanish speaking principal provides meetings in both languages

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:

- COST Team convenes weekly to coordinate mental health services to community
- Beginning of the year parent/teacher Wellness Conferences

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the ACORN Woodland on and will be in effect for the period 8/7/23 through 5/23/24

The school will distribute this policy to all parents on or before September 30, of the current school year.

Julissa Lambert-Yank
Name of Principal

Julissa Lambert-Yank
Signature of Principal

Date: 8/30/2023

Please attach the School-Parent Compact to this document.



School-Parent Compact 2023-24

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 2023-24 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. In Math, we will use Great Mind's Eureka Squared. AWE will also provide reading intervention to students who need extra support in reading. We will use iReady district assessments regularly for summative assessments and the IAB assessments to progress monitor students to ensure mastery of content.

- 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 unless necessary. Instead, we will schedule goal setting conferences after the first round of data is available. All students will have a part in their conferences. 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 Parent Square. 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 Community Schools Manager to help with access to families.

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 through Parent Square, we 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 in their child's classroom. Due to COVID, only parents who are vaccinated will be able to volunteer.

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 our Teacher on Special Assignment, our mental health provider, or our social worker 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 around best practices and

provide teachers and room parent volunteers 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.

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.

Teacher Responsibilities

- Provide high-quality curriculum and instruction based on the CCSS and the schools Tier 1 instruction expectations.
- Endeavor to motivate 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 school colleagues to make schools accessible and welcoming places for families which help each student achieve the school’s high academic standards.
- Follow teaching practices for Tier 1 instruction as outlined in our MTSS tool
- Have a learner stance
- Respect the school, students, staff, and families.

Student Responsibilities:

Examples:

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.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by ACORN Woodland Elementary (AWE) on August 30, 2023 at the First Annual Title I meeting, and will be in effect for the period of August 7, 2023 to May 23, 2024

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, 2023

Principal’s Name
Julissa Lambert-Yank

Signature of Principal
Julissa Lambert-Yank

Date
8/30/2023



Pacto entre la escuela y los padres 2023-24

Este Pacto entre la escuela y los padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán un asociación para ayudar a los niños a alcanzar los altos estándares académicos del Estado de California.

Este Pacto entre la escuela y los padres está vigente para el año escolar 2023-24.

Responsabilidades de la escuela

La escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos del Estado de California.

Para cumplir con las demandas de CCSS, ACORN Woodland (AWE) utilizará Aprendizaje expedicionario (EL) para enseñar lectura. En matemáticas, usaremos Eureka Squared de Great Minds. AWE también proporcionará intervención de lectura a los estudiantes que necesitan apoyo adicional en lectura. Usaremos las evaluaciones iReady del distrito regularmente para evaluaciones sumativas y las evaluaciones IAB para monitorear el progreso de los estudiantes y garantizar el dominio del contenido.

2. Programar conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño.

En AWE, llevaremos a cabo conferencias de boletas de calificaciones para comunicarnos con los padres sobre el progreso de sus hijos. Todos los estudiantes tendrán una parte en sus conferencias. Cuando sea posible, también realizaremos una orientación de intervención para que los padres sepan que su hijo está recibiendo intervención. Los maestros y los padres también se reunirán sobre los informes de progreso y, cuando sea necesario, realizaremos reuniones de SST para comunicar nuestras inquietudes y los próximos pasos con los padres.

3. Brindar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.

Los padres pueden recibir talleres familiares los viernes para ayudarlos a comprender los estándares académicos y de contenido del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos junto con talleres impartidos por maestros, conferencias de boletas de calificaciones e informes de progreso.

4. Proporcionar a los padres un acceso razonable al personal.

En AWE, llevamos a cabo un Coffee Chat mensual donde los padres tienen acceso a los maestros y/o al director sin cita previa. Los maestros y los padres comparten tiempo para comunicarse sobre cualquier inquietud que puedan tener. Los maestros y los padres tienen acceso a Parent Square.

Durante las conferencias de boletas de calificaciones, los maestros cuentan con traductores para comunicarse mejor con los padres. Los maestros y el personal están disponibles para reunirse con los padres antes o después de la escuela. También contamos con un padre líder bilingüe para ayudar con el acceso a las familias.

5. Brindar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades del salón de clases.

Brindamos información en varios idiomas a través de Parent Square, brindamos traducciones para reuniones de padres y ubicaciones accesibles para discapacitados. Damos la bienvenida a todos los padres para que se ofrezcan como voluntarios en cualquier actividad escolar o para que se conviertan en padres de familia en el salón de clases de sus hijos. Debido a COVID, solo los padres que estén vacunados podrán ser voluntarios.

6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

Brindamos a los padres talleres regulares dirigidos por nuestro maestro en asignación especial, nuestro proveedor de salud mental o nuestro trabajador social para ayudar a mejorar el rendimiento académico de sus hijos. Durante las conferencias de boletas de calificaciones y los informes de progreso, los maestros brindan a los padres información adicional para ayudar a las familias a convertirse en nuestros socios educativos.

7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y miembros de la familia como socios iguales.

Realizamos un desarrollo profesional anual con maestros y padres para ayudar a encontrar formas de comunicarnos mejor y asociarnos sobre cómo apoyar mejor a nuestros estudiantes. Durante este desarrollo profesional, organizamos una pecera en torno a las mejores prácticas y brindamos a los maestros y padres de salón voluntarios tiempo para planificar y participar en interacciones sociales.

8. Asegure una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

Comunicación regular con las familias a través de un boletín/calendario mensual para padres, carpetas de comunicación semanal para padres y memorandos periódicos para padres.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ofrézcase como voluntario en el salón de clases de mi hijo si es posible. [requerido]
- Participar en las decisiones relacionadas con la educación de mi hijo. [requerido]
- Promover el uso positivo del tiempo extracurricular de mi hijo.
- Proporcione un momento y un lugar tranquilos para la tarea y controle la televisión.
- Leerle a mi hijo o alentar a mi hijo a leer todos los días (20 minutos K-3 y 30 minutos para los grados 4-5)
- Comunicarse con el maestro o la escuela cuando tengo una inquietud.
- Asegurar que mi hijo asista a la escuela todos los días, duerma lo suficiente, reciba atención médica regular y tenga una nutrición adecuada.
- Supervisar regularmente el progreso de mi hijo en la escuela
- Participar en la escuela en actividades como la toma de decisiones escolares, ser voluntario y/o asistir a conferencias de padres y maestros.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo
- Respete la escuela, el personal y todas las demás familias.

Responsabilidades de los maestros:

- Proporcionar un currículo e instrucción de alta calidad basados en CCSS y las expectativas de instrucción de Nivel 1 de la escuela.
- Esforzarse por motivar a los estudiantes a aprender.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso de los estudiantes a través de conferencias, reuniones de padres y maestros, informes de progreso y otros medios disponibles.
- Proporcionar oportunidades razonables para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos y observen las actividades del salón de clases.
- Proporcionar un ambiente de aprendizaje cálido, seguro y afectuoso.

- Proporcionar asignaciones significativas de tareas diarias para reforzar y ampliar el aprendizaje (30 minutos para los grados 1-3 y 60 minutos para los grados 4-5).
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente en la toma de decisiones en colaboración y trabajar constantemente con las familias y los compañeros de la escuela para hacer que las escuelas sean lugares accesibles y acogedores para las familias que ayuden a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Siga las prácticas de enseñanza para la instrucción de Nivel 1 como se describe en nuestra herramienta MTSS
- Tener una postura de aprendiz
- Respetar la escuela, los estudiantes, el personal y las familias.

Responsabilidades de los estudiantes:

Ejemplos:

Acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

Llegar a la escuela a tiempo todos los días.

Hacer mi tarea todos los días.

Pedir ayuda cuando la necesito.

Respetar a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.

Este acuerdo fue adoptado por ACORN Woodland Elementary (AWE) el en la primera reunión anual del Título I, y estará vigente durante el período del 7 de agosto de 2023 al 23 de mayo de 2024.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A el 30 de septiembre de 2023 o antes.

Julissa Lambert-Yank

Principal's Name

Signature of Principal

Date



Acorn Woodland ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Nancy Gomez
Vice Chairperson:	Maira Lopez
Secretary:	Wendy Garcia

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?)
Yolanda Carrillo/Lucinda Taylor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maira Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jenna Shaikh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wendy Garcia	<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"/>	
Belen Villasenor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marilu Orteiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Eva Gonzalez	<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"/>	
Citlalli Rodriguez (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Last Tuesday of the Month @ 4:00 p.m.
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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