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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Acorn Woodland Elementary School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Julissa Lambert-Yank
Date of this revision: 5/29/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/29/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site:

ACORN Woodland Elementary School

Site Number: 165

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

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




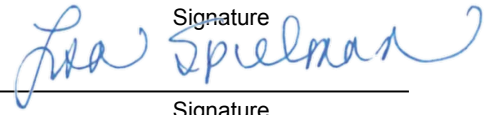
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

Date(s) plan was approved: _____

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

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

Principal		6/29/2020
	Signature	6/29/20
SSC Chairperson		
Monica Thomas	Signature	Date
Network Superintendent		June 18, 2020
Lisa Spielman	Signature	Date
Director, Strategic Resource Planning		June 18, 2020
	Signature	Date





2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/19	SSC	Parents were asked to prioritize expenditures for the 2020-21 school year
12/16/2019	Operations Staff Meeting	Teachers were asked to prioritize expenditures for the 2020-2021 school year
2/28/2020	SSC	Parents were given the budget for the 2020-21 school year and discussed how to make cuts
2/24/2020	ILT	Talked about what a conversation in Discourse II would sound like around budget. Then, went on to talk about the budget and made it clear that we need to stop being so picky and look at our prividledge
4/17/2020	SSC	zoom meeting to talk to my SSC Cabinet about remaining funds for 2019-2020 in Title 1 and voted on carry-over. Also, showed them the newest version of my budget and SPSA. We approved 2020-2021 Title 1 expenditures
6/29/2020	SSC	Zoom meeting to go over the SPSA for the 2020-21 school year. Presented the plan to the SSC committe and community members and SPSA was approved.

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$97,280.00
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	\$483,659.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$95,232.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,380.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,048.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$228,650.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$26,900.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$97,280.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$386,379.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$483,659.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** ACORN Woodland Elementary School**School ID:** 165**School Description**

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

School Mission and Vision

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

At AWE, our mission is to: Prepare all students to leave AWE with the skills and determination to successfully pursue a college education.

As Acorn Woodland staff members we agree to:

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**Focus Area:****Priority Strengths****Root Causes of Strengths**

<i>College/Career Readiness</i>	41% of our students are At or Above Grade level on the ELA SBAC 43% of our students are At or Above Grade Level on the Math SBAC	In ELA, teachers use a standards aligned curriculum which focuses on grade level text, writing about text with supporting evidence, academic conversation, content knowledge development, and guided reading. Strong standards-based PD. In Math, we have standards-based curriculum and a lesson study framework to provide teachers with professional development.
<i>Focal Student Supports</i>	Our growth is in the upward trajectory for all of our focal students in ELA and Math. However, there is still a lot of growth we need to make in order to have the majority of our students, especially our ELs, our students with IEPs, and our African American students on the path to higher education.	Regrouping students into small groups for Guided Reading. Differentiated instruction and reading intervention support.
<i>Student/Family Supports</i>	We have a strong parent center, parent workshops, a strong, active SSC.	A strong Bilingual Community Relations Assistant who has built strong relationships with many parents and students.
<i>Staff Supports</i>	We have a strong teacher culture and have strong retention rates.	School Culture Committee and ILT support build a strong teacher culture and provide teacher mentors.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	57% of our students are still near or below grade level standards in Math. 58% of our students are still near or below grade level standards in Reading. In ELA, teachers need to acquire deeper understanding of literacy as well as have a varied toolbox of strategies to support the learning of ALL our students. In Math, we need to create Tier 2 supports that mirror the work in ELA	In Math, we have not done enough to monitor and adjust instruction based on data. In ELA, we do not have an intentional coaching structure that consistently meets teacher's needs in order to push them towards deeper learning. In K-2, we need to create vertical alignment with a phonics curriculum that encompassess phonics as well as phonological and phonemic awareness in order to increase early literacy instruction.
<i>Focal Student Supports</i>	Our focal students, students with IEPs , ELs, and African American students are still performing below the schoolwide average in both ELA and Math	In order to make the content more accessible and relevant to all our focal students, all teachers and paraeducators will need to build their capacity in literacy strategies and in their understanding of math coherence through strategic coaching cycles and professional development.

<i>Student/Family Supports</i>	We are not engaging our African American parents and parents of students with IEPs as well as we should.	Teachers are not using specific strategies or activities to build relationships with these parents. They have not differentiated their strategies to reach out to African American parents and parents of students with IEPs. We need to build closer connections and relationships with our targeted students in order to get parent buy-in.
<i>Staff Supports</i>	Departmentalization is a new strategy and teachers are not yet used to it. They do not have a clear understanding of the intricacies of the curriculum nor a deep understanding of their subject area. Planning, pacing, differentiation are still a heavy lift. Teachers need to gain fluency in the curriculum in order to support greater growth of our focal students.	Coaching has not been systematic and there aren't enough coaches to support adult learning. Teachers need support in year-long and unit planning, assessing student learning, and making adjustments to serve all students.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	In K-2, 85% of students will be at or above grade level proficiency as determined by the F&P assessments and the CORE Phonics Assessment. In 3-5, students will be +15 DF3 as determined by the ELA SBAC.
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Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	76.1%	n/a	85.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	69.2%	n/a	80.0%

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-15.8	n/a	15.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	37.4%	n/a	75.0%

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

SBAC Math	All Students	+15 points DF3	-24.3	n/a	5.0
CAST (Science)	All Students	TBD	22.9%	n/a	TBD

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	15% in 3-5 will score multiple years below as measured by RI, EL students will increase by -20 DF3, and students with disabilities increase by -20DF3
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Instructional Focus Goal:	<i>All students continuously grow towards meeting or exceeding standards in Language Arts by teaching with grade level complex text, supporting academic discussions, and using ELD strategies to better support ALL our students.</i>
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Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-71.5	n/a	-36.0
SBAC ELA	English Learners	+20 points DF3	-46.3	n/a	6.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	28.8%	n/a	15%

Instructional Focus Goal:	<i>Math lessons will include academic discussions and rubrics of success in order to support our focal students</i>
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SBAC Math	Students with Disabilities	+20 points DF3	-98.4	n/a	-22.0
SBAC Math	English Learners	+20 points DF3	-39.0	n/a	0.0

Instructional Focus Goal:	<i>English Learner students continuously develop their language, reaching English fluency in six years or less through the use of language objectives, academic discussions, and implementation of juicy sentences across the subject areas.</i>
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ELL Reclassification	English Learners	Reclassify 16%	22.2%	n/a	30.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	20.0%	n/a	20.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	Overall, we will increase school connectedness and engagement by implementing Coffee with the Principal, Coffee Chats with Teachers, continue with parent workshops, and a Family Center.
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Instructional Focus Goal:	<i>All students build relationships to feel connected and engaged in learning.</i>
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Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	80.8%	n/a	98.0%
Suspensions	All Students	-2pp	0.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	20.6%	n/a	10.0%
Chronic Absence	African-American Students	-2pp	29.4%	n/a	5%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:	Teachers will continue to deepen their understanding of core content subjects and be experts in the curriculum.
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1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: ACORN Woodland Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority:	Implementation of rigorous, K-5th standards based reading and writing curriculum.
Theory of Change:	If we implement Wit and Wisdom and supplement it with Guided Reading at a high level with a focus on common core state standards then we will be successful in both moving student reading levels of complex text up which will result in 55% of our 3rd through 5th-grade students performing at or above proficiency on the 2020 SBAC ELA.
Related School Goal:	By May 2020, 45% of AWE 3rd-5th graders will meet or exceed standard on the 2019-20 SBAC ELA assessment.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have implemented a coring model and all teachers in 3-5th have been teaching Wit and Wisdom for 90 minutes 4days/week, which includes text evidence in writing. We also supplemented the curriculum with guided reading 4/week for half an hour each day and genre writing via Lucy Caulkins.	
What evidence do you see that your practices are effective?	
Our current SRI scores have us at 42% of students, which is an improvement from last year at this same time, above or at grade level. We also have 31% of students at 1 grade level below. Our IAB assessments have also shown continued growth.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Our annual outcome of 0 DFS on the SBAC ELA is ambitious but feasible if we use instructional strategies to reach all of our English Language Learners, we can achieve this goal. At our Buy Back Day, we realized that our English Language Learners were significantly farther from standard, so our approach is to close the gap for EL students to get to 0 DFS	
19-20 Standards-Based Instruction Priority: Alignment of Mathematics Curriculum to CCSS	
Theory of Change:	If teachers implement common core standards based mathematics in ways that balances Thinking Through Problem Solving with Eureka Mathematics, then 55% of AWE 3rd-5th grade students will be at or above proficient according to the 2019-20 SBAC math assessment.
Related School Goal:	By May 2020, 45% of AWE 3rd-5th graders will meet or exceed standard on the 2019-20 SBAC Math assessment.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
This year we had a full time TSA with a focus on Math and we had consultants for ELA to help us improve our implementation of Wit and Wisdom. The Math TSA led Lesson Studies for all grade levels and coached teachers to implement the curriculum with Thinking Through Problem Solving framing.	
What evidence do you see that your practices are effective?	
Our current Math IAB results show that we have increased our students above grade level to 17% from 9.2% last year at this time.	

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
No change	
19-20 Conditions for Student & Adult Learning Priority: School Culture/PBIS	
Theory of Change:	By building out our PBIS tier 1 and 2 supports, Acorn Woodland will reduce; the number of students sent to the office with a referral by teachers, the percent of students suspended to 0% and the percent of chronic absent students drop to below 4%.
Related School Goal:	Reduce chronic absent students to below 4% total
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We began to implement restorative justice practices to better support our Social Emotional Learning.	
What evidence do you see that your practices are effective?	
Fewer student conflicts and students sent to the office, 8 URFs for the year, and a 30% decrease in blue cards (infractions).	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
no change	
19-20 Conditions for English Language Learners Priority: Integrated English Language Development and Academic Language	
Theory of Change:	If teachers integrate, and plan to use EL strategies with the core curriculum, then 30% of students will be reclassified.
Related School Goal:	30% of our English Language Learners will be reclassified by May 2021
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers are currently exploring EL strategies that can be implemented into the core curriculum, for example juicy sentences that can be easily supported by complex text. It is difficult to implement more EL strategies and stay on pace. This requires research and monitoring in order to utilize the most effective strategies.	
What evidence do you see that your practices are effective?	
It is still in progress, but through informal observations I have seen changes to teachers' practice where they are creating more spaces for academic discussions, use of vocabulary instructional strategies, and more targeted language stems.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
n/a	

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?
no change

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: ACORN Woodland Elementary School			School ID: 165	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Develop strong SEL skills in students through the use of Caring School Community and Restorative Justice best practices along with creating an anti-racist school that is inclusive of all community members			
School Theory of Change:	Multi-tiered Systems of Support: Teachers build safe and predictable learning environments by promoting culturally responsive, school-wide expectations for behavior and academics.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	School Culture Rotations 2x/year	Along with the school culture team, plan and develop rotations and lessons to support and organize the implementation of PBIS and RJ	All students will be well versed in schoolwide rules and know consequences for breaking those rules.	
1-2	All teachers will implement daily community meetings using Caring School Community structures	Along with the school culture team, provide teachers with access to Caring School Community material. TSA and SEL lead learner will provide PD and coaching to help refine their practice.	Teachers will understand and use teambuilding, problem solving and decision making structures in morning meetings and throughout the day.	

1-3	All teachers will implement weekly cross-age buddy program	Along with the school culture team, provide teachers with opportunities to deepen the learning opportunities and relationships between buddies, for learning and SEL purposes. Buddy Classrooms supports will be insituted for "time-out" spaces when students need a break.	Students will talk meaningfully about books and find commonalties between themselves and their buddies.	
1-4	All teachers implement veritically aligned classrooms practices that support our schoolwide rules via a behavior clip chart	Along with School culture, develop norms and expectations for the use of the clipchart	Systematic expectations throughout the grade levels to reinforce schoolwide behavior.	
1-5	RJ circles will be held when students need to restore relationships	Set-up structures and supervise implementation	Fewer discipline issues stemming from being disrespectful	
1-6	Teachers will delve deeper into anti-racist work	Build ILT to deepen their anti-racist knowledge	Anti-racist practices and policies	
1-7	Build a family focus group for families with little involvement in school planning	Work with SCT and Community Realations Assistant to develop anti-racist policies	More families of color will be involved in school planning activities	

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Critically implementing standards-based curricula while being responsive to students' needs and ensuring adequate support for historically marginalized students
School Theory of Change:	If we continue to regularly practice with complex text and its academic language, ground our reading, writing and speaking on evidence from the text, build content knowledge,provide students with the opportunity to engage in the work of the standard, and use data to provide reading and math intervention to support for our neediest students, then students will continue to grow in the IABs, SRI, and F&Ps.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts by teaching with grade level complex text, supporting academic discussions, and using ELD strategies to better support ALL our students. Math lessons will include academic discussions and rubrics of success in order to support our focal students English Learner students continuously develop their language, reaching English fluency in six years or less through the use of language objectives, academic discussions, and implementation of juicy sentences across the subject areas.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Implementing complex text with special attention to its academic language	Along with the ILT, ensure teachers have PD focused on complex text and determining the academic language necessary for comprehension Providing teacher coaching by TSA to support teachers delve deeper in the subject	Using juicy sentences Socratic seminars	
2-2	Teachers consistently use a variety of instructional strategies to differentiate content based on student learning needs. Teachers will use gradual release of responsibility as the lesson/module/unit progresses so student have the opportunity to demonstrate mastery of the standard/skill.	Assess instructional strategies currently being implemented across grades and classrooms for alignment to student needs and standards.	English-only and Spanish bilingual teachers will know how to supplement curriculum to make the content more accessible. Students will be able to show their independence as they demonstrate mastery of the skill.	
2-3	Teachers will ground all reading, writing, and speaking on evidence from the text.	Consistent and frequent observation and feedback for teachers. Along with providing teacher support through TSA and lead Math teachers	Observation notes.	

2-4	Build Content Knowledge to support students with gaining access to complex texts.	PD on the effects of content knowledge on a reader's understanding of complex text. Providing multiple access of domain specific readers. Collaboration with librarian to support content-area aligned library visits and extra texts as possible.	Classroom nonfiction libraries will be organized by content and not reading level. Extra books related to content-area in ELA units available for independent reading.	
2-5	Grade-level and content teams review the standards together to analyze what students need to know to demonstrate mastery of each standard and what students would need to be able to do to demonstrate mastery of a standard.	PD on questions that elicit skills addressed in the standard and TSA coaching support consistent, frequent observations and feedback as well as lesson planning feedback. Build the capacity of teacher teams to analyze and align standards, curricula, instructional strategies, and assessment tools.	Lesson planning will emphasize how to surface student thinking in lessons	
2-6	Teachers will be expected to analyze data, create groups, and create a support plan to ensure all students are accessing the content	Schedule Data Meetings Set up Substitute Contract Girls Inc with intervention	observation notes and coaching will circle back to teacher data and cycles of inquiry	
2-7	Rapid interventions target groups of student who have significant learning gaps or who lack key foundational skills.	Articulate a system of interventions that include classroom-based practices and strategies that all teachers implement.	Teachers working with small groups during Math	

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Deeper understanding of Language and Literacy
School Theory of Change:	If we provide consistent, regular and high quality coaching support for teachers, focused on deepening their practice of the curriculum and strategies to support access to all our students, then our students will continue to grow in standardized assessments.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts by teaching with grade level complex text, supporting academic discussions, and using ELD strategies to better support ALL our students. English Learner students continuously develop their language, reaching English fluency in six years or less through the use of language objectives, academic discussions, and implementation of juicy sentences across the subject areas.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Teachers will focus on a content area in order to go deeper in their understanding of that subject (coring)	Instructional Leadership Team to help with planning and scheduling. Provide a coaching structure that supports teachers to go deeper into their practice.	Content-Area Teachers will identify and reinforce key content-specific language through word walls, content-area reference materials, and text-rich classroom environment	
3-2	Teachers will engage in coaching cycles that will focus on continuous improvement of instructional practices while closing the gap between current practice and the expectations for effective standards based instruction.	Constant observation and feedback (concrete and actionable) within 24 hours	Teachers will consistently monitor student progress through assessments and student work	
3-3	Teachers will participate in PLC cycles in order to gain deeper understanding of students' learning through the analysis of student work and assessments. Teachers will look at research, participate in peer observations and give each other feedback.	Support ILT members to facilitate PLC meetings and ensuring that they use data, student work samples, research, peer observations to support adult learning.	PLCs will be using the protocols and processes design to guide collaboration	
3-4	Monitor and make adjustments to the instructional strategies on the basis of student progress.	Model effective instructional strategies and provide feedback to teachers about the implementation of instructional strategies.	Teachers will use instructional strategies well and implement exit tickets to gather data on learning	

3-5	Through the analysis of data, teachers will create groups of students who need extra support and will ensure that these students receive the interventions they need	Provide a strong intervention structure. Provide quality trainings for interventionists. Supervise interventionists.	Each classroom will have small groups of students in intervention. Interventionists will be prepared and provide quality instruction	57% of our students are still near or below grade level standards in Math. 58% of our students are still near or below grade level standards in Reading. In ELA, teachers need to acquire deeper understanding of literacy as well as have a varied toolbox of strategies to support the learning of ALL our students. In Math, we need to create Tier 2 supports that mirror the work in ELA
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District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING				
School Priority ("Big Rock"):	Strengthen the Professional Learning cycles by clear ritualization of practices, being data-driven, incorporation of teacher voice/leadership, and access to quality coaching done by the ELA TSA.			
School Theory of Change:	If we implement strong, teacher-led professional learning communities, leverage adult areas of strength and expertise, and provide quality coaching then teachers will develop increased capacity to deliver strong Tier 1 and Tier 2 instruction.			
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts by teaching with grade level complex text, supporting academic discussions, and using ELD strategies to better support ALL our students. Math lessons will include academic discussions and rubrics of success in order to support our focal students English Learner students continuously develop their language, reaching English fluency in six years or less through the use of language objectives, academic discussions, and implementation of juicy sentences across the subject areas. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

4-1	Math Leads will coach and lead collaboration	support Math leads with setting up coaching and collaboration systems	Collaboration time will be structured to address the needs of all students. Collaboration will be data driven and child centered	Our focal students, students with IEPs , ELs, and African American students are still performing below the schoolwide average in both ELA and Math
4-2	Teachers will experience coaching cycles with ELA TSA to support curricular implementation or pedagogical growth	Develop a coaching plan that all teachers can access based on need and data	Teachers feel supported in their professional growth and their grade level data shows growth for all students.	57% of our students are still near or below grade level standards in Math. 58% of our students are still near or below grade level standards in Reading.
4-3	Teachers will monitor learning and participate in data meetings.	Schedule data meetings Set-up structures for student monitoring	Instructional decisions are guided by data and students who are not at grade level receive targeted interventions	Our focal students, students with IEPs , ELs, and African American students are still performing below the schoolwide average in both ELA and Math
4-4	Actively participate in professional learning that focuses on schoolwide instructional nonnegotiable goals; aligned, rigorous curriculum mapping and consistent implementation of instructional strategies.	Design a comprehensive professional learning plan and calendar aligned to school goals and trends observed in observation and learning walks. Develop a clear plan for adult learning across the school that aligns areas for whole-school improvement, teacher team areas of focus, and individual development priorities.	Through observations collect data on the impact of PD	
4-5	Teachers value feedback and view it as an integral part of their learning.	Create conditions where teachers are able to take intellectional risks, make mistakes and analyze the impact of their actions.	Teachers do individual self-reflections and are able to articulate their growth points.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority ("Big Rock"):	Teachers implementing explicit language development strategies in designated and integrated spaces to support both Spanish Language learners and English Language learners.			
School Theory of Change:	If all teachers use explicit ELD/SLD strategies embedded into the ELA curriculum that help students with understanding of vocabulary and language structures, then language learners will be able to access grade level complex text and task.			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less through the use of language objectives, academic discussions, and implementation of juicy sentences across the subject areas.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Explicit sentence breaking strategies to tackle complex sentences to make and infer meaning - i.e. Juicy Sentences strategy	PD and Cycle of Inquiry for all ELA/SLA teachers K-8 on Juicy Sentences, including Learning Walks and pre/post walk throughs	Teachers will plan and execute juicy sentence strategies throughout the module	
5-2	Attend GLAD training and adjust lessons to integrate GLAD practices.	Providing time for integrating and aligning GLAD strategies and selecting strategies to embed into the core curriculum	Teachers scaffolding complex text appropriately and higher engagement of our EL students	
5-3	Extra Tier 2 support for ELLs through intervention	<p>Allot extra time in the school day for core subjects for all students not yet achieving at grade level.</p> <p>Articulate a system of interventions that include classroom-based practices and strategies that all teachers implement.</p>	A student tracking system that uses assessment information, teacher referrals and attendance to track each student and the schedule of interventions.	57% of our students are still near or below grade level standards in Math. 58% of our students are still near or below grade level standards in Reading.

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 165
School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contract with Girls Inc to provide comprehensive after school programming to students	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Build Content Knowledge to support students with gaining access to complex texts.	165-1
Supplies for classrooms and office to support student achievement and operations	\$10,380	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers consistently use a variety of instructional strategies to differentiate content based on student learning needs. Teachers will use gradual release of responsibility as the lesson/module/unit progresses so student have the opportunity to demonstrate mastery of the standard/skill.	165-2
Copier maintenance agreement for student materials and duplication	\$6,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers consistently use a variety of instructional strategies to differentiate content based on student learning needs. Teachers will use gradual release of responsibility as the lesson/module/unit progresses so student have the opportunity to demonstrate mastery of the standard/skill.	165-3
Math leads will support standards-based math instruction. This support will be done by facilitating Math Professional Development, leading data conferences, participating in the school's Instructional Leadership Team, facilitating regular PLCs, monitoring student progress in intervention, and leading teachers in coaching cycles to improve their practice and improve student achievement.	\$14,290	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Math Leads will coach and lead collaboration	165-4
Hire 2 part time noon supervisors to support recess and lunch. Incorporate structured play into fitness time that can be played during morning and lunch recess.	\$12,382	LCFF Concentration	2905	Other Classified Salaries	1932	Noon Supervisor	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All teachers implement veritically aligned classrooms practices that support our schoolwide rules via a behavior clip chart	165-5
Hire 2 part time noon supervisors to support recess and lunch. Incorporate structured play into fitness time that can be played during morning and lunch recess.	\$12,382	LCFF Concentration	2905	Other Classified Salaries	376	Noon Supervisor	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All teachers implement veritically aligned classrooms practices that support our schoolwide rules via a behavior clip chart	165-6
To be allocated in Fall 2020.	\$10	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	165-7

Community Relations Assistant will be the	\$62,584	LCFF Supplemental	2205	Classified Support Salaries	1304	Community Rel Assistant I Bil	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will delve deeper into anti-racist work	165-8
Hire a 12th teacher to continue working on our coring plan	\$73,077	LCFF Supplemental	1105	Certificated Teachers' Salaries	2637	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Allot extra time in the school day for core subjects for all students not yet achieving at grade level. Articulate a system of interventions that include classroom-based practices and strategies that all teachers implement.	165-9
Teacher	\$64,730	LCFF Supplemental	1105	Certificated Teachers' Salaries	4702	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Allot extra time in the school day for core subjects for all students not yet achieving at grade level. Articulate a system of interventions that include classroom-based practices and strategies that all teachers implement.	165-10
Consultant will work closely with teachers and students to create a healthy environment. Through collaboration with teachers, consultant will ensure students are being active and practicing developmentally appropriate physical activities that will boost students' confidence and support them in gaining healthy habits. Consultant will also work closely with the School Culture Team to create an emotionally supportive and restorative environment where students' social-emotional well-being is supported and encouraged.	\$33,527	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	RJ circles will be held when students need to restore relationships	165-11
Use extended contracts to stipend ILT members to do extended planning or summer planning with Principal/AP for curriculum, instructional strategies implementation and support. ILT members will facilitate PLC work and will participate in Professional Development to dismantle racist policies and lead teachers into anti-racist work for the benefit of all our students.	\$25,054	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will participate in PLC cycles in order to gain deeper understanding of students' learning through the analysis of student work and assessments. Teachers will look at research, participate in peer observations and give each other feedback.	165-12
To be allocated in Fall 2020.	\$10,178	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	165-13
Contract 4 ELA interventionists from Girls Inc to provide our neediest students with T2 supports in reading and Math.	\$60,000	Title I: Basic	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Extra Tier 2 support for ELLs through intervention	165-14

Stipend for teacher or TSA to lead parent workshops that will support parents in learning about the american educational system or become strong advocates for their children.	\$2,048	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will delve deeper into anti-racist work	165-15
Pay for online liscenses that will provide students with online content so that they can continue their learning at home.	\$6,400	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers consistently use a variety of instructional strategies to differentiate content based on student learning needs. Teachers will use gradual release of responsibilty as the lesson/module/unit progresses so student have the opportunity to demonstrate mastery of the standard/skill.	165-16



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

ACORN Woodland Elementary

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

1. The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:
2. Assisting Title I parents in understanding Common Core State standards, assessments, and how AWE monitors and improves the academic achievement of their children through the use of:
 - i. Common Core State Standards
 - ii. Oakland Unified School District's academic benchmark assessments and other localized reading assessments
 - iii. Monitoring reading proficiency levels students are expected to achieve
 - iv. Parent / teacher report card conferences
 - v. Student learning goals meetings with teachers
3. Coordinating and integrating the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Parent coordinator works to create academic workshops, develop Family Literacy, Outreach to community partners, and promote Healthy Families.
4. Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. We provide parents with regular workshops to help educate and train our parents to work with their children. Examples of these include Monthly Parent Leader Workshops and Teacher Led Parent Workshops.

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

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

- Educating staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. We hold an annual professional development with teachers and parents to help find ways to better communicate and partner on best supporting our students.
- We train and hold professional development for Room Parents to interact and communicate with teachers so that parents can better support in the classrooms.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Monthly meetings
- Robocalls
- Flyers
- Talking Points

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

- Holding teacher/parent conferences

- Awards Night expectations
- SSC and SELLS meetings
- Parent Workshops
- Coffee Chats

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

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Regular communication with families via monthly parent calendar, weekly parent communication folders and periodic parent memos.
- The school uses Robocalls in Spanish/English to communicate with parents about meetings, school reports, and all other activities.
- Teachers and Administrators use Talking Points to communicate with parents on a daily basis around student behavior, activities, and supports

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

- Flyers

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

- Providing Monthly Workshops

- Coffee Chat
- Parenting, leadership, and academic workshops

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by the ACORN Woodland on 8/30/19 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.


Name of Principal


Signature of Principal

Date

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact

ACORN WOODLAND

2019-20

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 2019-20 school year.

School Responsibilities

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

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

In order to meet the demands of the CCSS, ACORN Woodland(AWE) will use Great Mind's Wit and Wisdom ELA curriculum to teach and for Math, we will use a blend of Great Mind's Eureka Math and Teaching Through Problem-Solving (TTP). AWE will also provide reading intervention to students who need extra support in reading.

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

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

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

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

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

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

Teacher Responsibilities

- Provide high-quality curriculum and instruction based on the CCSS
- Endeavor to motivate my students to learn
- Have high expectations and help every child to develop a love of learning

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

Parent Responsibilities

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

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

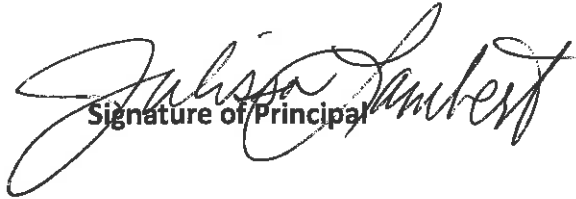
Student Responsibilities

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

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

This Compact was adopted by the ACORN Woodland on August 30th, 2019 and will be in effect for the period of 2019-2023.

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, 2019.


Signature of Principal

Date 9/30/19



2019-2020

School Site Council Membership Roster – Elementary

School Name: **ACORN Woodland**

Chairperson : Elizabeth Sanchez

Vice Chairperson: Veronica Luna

Secretary: Laura Limon

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Julissa Lambert-York	x			
Billy Tang ✓		x		
Maira Lopez ✓		x		
Esperanza Aguilar-Reese			x	
Elizabeth Sanchez				x
Laura Limon				x
Veronica Luna				x
Yadira Cervantez				x

Meeting Schedule
(day/month/time)

4th Friday @ 2:45

SSC Legal Requirements (EC Sections 65000-65001):

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

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