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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

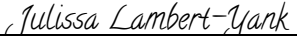


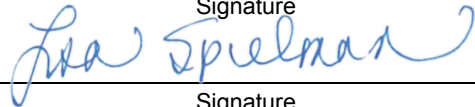
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes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

Date(s) plan was approved: 4/27/2023

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

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

Signatures:

Julissa Lambert-Yank <hr/> <i>Principal</i>	 <hr/> Signature	<hr/> 5/1/2023 <hr/> Date
Nancy Gomez <hr/> <i>SSC Chairperson</i>	 <hr/> Signature	<hr/> 4/28/23 <hr/> Date
Monica Thomas <hr/> <i>Network Superintendent</i>	 <hr/> Signature	<hr/> 5/1/23 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 5/1/2023 <hr/> Date



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

2023-2024 School Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Julissa Lambert-Yank
Date of this revision: 4/28/20

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 Oakland, CA 94621	Telephone: 510-639-3344 Email: julissa.lambert-yank@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/28/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/12/2022	Staff	Introduced the staff survey and enrollment projection at the staff meeting
12/13/2022	ILT	Preliminary priorities discussion
1/9/2023	Staff Meeting	Budget allocation priorities, and survey
1/10/2023	ILT discussion	Instructional Priorities and linking these to the budget
2/7/2023	ILT input	WEnt over strategies and actions
1/26/2023	SSC	Budget for Title 1
3/30/23	SSC	Strategies
4/27/2023	SSC	SPSA Approval

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$113,570.00
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	\$481,896.43

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)	\$103,875	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$17,280	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,770	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$219,800	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,925	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$113,570	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$368,326	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$481,896
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.4%	47.6%	69.5%	6.2%	0.7%	0.0%	92.7%	20.0%
% Black/African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
6.2%	2.2%	86.9%	2.9%	0.0%	0.4%	0.0%	0.0%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Increase ELA SBAC scores for all students

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	40.0%	36.4%	<i>not available until Fall 2023</i>	80.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	32.0%	6.3%	<i>not available until Fall 2023</i>	80.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	26.9%	21.2%	<i>not available until Fall 2023</i>	80.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-15.8	n/a	-18.2	<i>not available until Fall 2023</i>	0.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	16.8%	17.6%	<i>not available until Fall 2023</i>	80.0%

Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-24.3	n/a	-32.0	<i>not available until Fall 2023</i>	-9.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	10.3%	<i>not available until Fall 2023</i>	65.0%
CAST (Science) at or above Standard	All Students	22.9%	n/a	11.1%	<i>not available until Fall 2023</i>	37.0%

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

School Goal for Targeted Supports for Focal students will grow in reading and Math as measured by reclassification
Focal Student Groups: rates, SBAC, and iReady.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-71.5	n/a	-36.8	<i>not available until Fall 2023</i>	-56.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-46.3	n/a	-46.3	<i>not available until Fall 2023</i>	-30.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	13.6%	6.3%	<i>not available until Fall 2023</i>	50.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-98.4	n/a	-69.0	<i>not available until Fall 2023</i>	-68.4
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-39	n/a	-51.7	<i>not available until Fall 2023</i>	-19.0

Reclassification Measures & Annual Targets		*Complete Part 1 of ELD Reflection				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	13.4%	4.9%	17.5%	<i>not available until Fall 2023</i>	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Decrease chronic absenteeism and provide students and families with Engagement: opportunities to feel connected to the school as measured by the CHKS survey.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	88.4%	82.4%	81.0%	<i>not available until Fall 2023</i>	95.0%
Out-of-School Suspensions	All Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	6.0%	9.7%	50.0%	<i>not available until Fall 2023</i>	6.0%
Chronic Absenteeism	African American Students	7.7%	0.0%	60.0%	<i>not available until Fall 2023</i>	0.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: Provide support systems where teachers feel supported through coaching to improve their practice.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	73.7%	75.9%	75.6%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Coaching for ELA and Math that is supported by consultant Instructional Partners.	Instruction Partners building coaches' capacity
<i>LCAP Goal 2: Focal Student Group Supports</i>	Teachers stepping up to provide small group support despite challenging school site conditions.	Staffing shortages that required teachers to take on other responsibilities and could not pull small groups.
<i>LCAP Goal 3: Student & Family Engagement</i>	Having a CSM focused on community needs and reach-out. Teacher-led workshops for parents to understand the demands of the Common Core Standards and to provide support at home. Translation services for parents has been helpful in increasing parent participation at meetings and workshops. Workshops allow parents to be better informed around the state expectations for our students to be college ready.	CSM being bilingual and part of the community Community outreach for workshop attendance
<i>LCAP Goal 4: Staff Supports</i>	Support teachers through intentional use of collaboration, PLCs and Professional Development cycles focused on improving tier 1 instruction in order build upon their skills. The use of my prep Science teacher allows for Collaboration and PLC cycles facilitated by coaches.	Instruction Partners providing a different vision and expectation for tier 1 instruction to help curriculum align to the grade level standards.

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Quality of tier 1 instruction is still a challenge because we need more time and consistent implementation for all teachers.	New way of teaching and viewing and working with curriculum. Teachers take time to change and are comfortable in their current methods of teaching.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Hiring of interventionists and TSA due to lack of qualified interventionists.	Staffing shortages due to lack of qualified interventionists.
<i>LCAP Goal 3: Student & Family Engagement</i>	Many students had illnesses and travelling requests, so absences are increased due to this. In order to get better parent engagement we will be having Friday workshops on academic topics like the use of iReady at home, early literacy, Math, and reading comprehension. We would also like to have more early evening activities with the whole family. We are planning on engaging parents in virtual home visits and data conferences with the help of translators for staff so that they can meet with all families.	Post COVID traveling, and concerns for wellness after a pandemic.
<i>LCAP Goal 4: Staff Supports</i>	Internalization and quality of work has varied depending upon the willingness and skill set of the individual teachers ≥./	Teacher skills and capacity are still moving towards expectations for our students, and this takes time to build.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

ACORN Woodland Elementary
School: School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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 implementation of our SPSA strategies and actions for 22-23 has been strong. We were able to implement almost all strategies except for 2 that were not very successful. We were not able to create a multi-tiered system of support in order to have greater students at grade level as based on the SBAC and fewer students recommended for SPED evaluation. This was due to the difficulty finding the right people for staffing. Furthermore, we were not successful in engaging more of our Black families to our school. This was due to a lack of personnell that could lead the work with Black families. We were able to provide more time for teachers to connect with families and prioritized these relationships to improve communication, but there was little improvement in developing a stronder sense of belonging for our Black families.

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

Our plan has been effective. We have all learned a ton and have made us think deeply about instruction. However, this is work that requires consistency and time. Not all of our classrooms have shown as much growth as we would have liked to see. Changing teacher practice takes time especially when they are comfortable doing it the same way they have been doing it in the past.

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.

We would like to continue to see greater impact on tier 1 instruction.

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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
11-Month Teacher on Special Assignment (TSA)	One-Year Teacher Retention	Coaching Teachers to internalize lessons and modules and improve their practice.	Our iReady data still has 47% of students in yellow which means that they are 1 grade level below. If coaching had worked for 100% of teachers then this percentage would have also increased for students since the majority of the students learn with tier 1 instruction. However, there have been changes in teachers instruction as based on observations using the IPG, Teachers also felt more supported in doing the work.	We would like to continue this work to continue to improve teacher skills. However, changing some of the varied tasks of the TSA may be needed in order to create a more focused approach to coaching.
EXTENDED CONTRACT - TRANSLATION	Student Connectedness to School	Translations were provided for non-Spanish speaking teachers to meet with families during conferences and any other meetings needed.	We were able to provide translation services to 80% of the 7 out of 12 teachers who needed translation services in order to communicate with parents during parent-teacher conferences.	Continue with practice, but ensure that we have enough translation services for all teachers to receive the support.
WORKSHOPS - CONTRACT	College/Career Readiness	Workshops on ELA standards and Math standards	Approximately 15% of parents received help so they can work with their scholars at home. My goal is to at least get 30% of parents to attend workshops by making sure we advertise with enough time. Also, plan on more workshops that are grade level appropriate.	Do a better job at advertising the workshops. Plan workshops in advance. Create a yearly calendar. Create themes by month.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: ACORN Woodland Elementary School

School ID: 165

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	Ramping Tier 1 instruction in ELA and Math to make sure it's rigorous, standards based, and equitable so that all students make significant growth as monitored by iReady and SBAC data.
School Theory of Change:	If we focus on our tier 1 instruction in Math and ELA and provide PLC/collaboration with a dedicated coach in order to improve instruction, then all students will make adequate progress on SBAC and IReady.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers participate in regular collaboration time in PLCs to look at math and ELA standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction by creating a master schedule to align grade levels. Math teachers meet to vertically align vocabulary and strategy implementation, as well as rigor.	Master schedule showing teacher collab time. PLC agendas looking at data to inform instruction Math PLC agendas for vocab and strategy implementation.	Increase ELA SBAC scores for all students	Tier 1
1-2	Participate in PLCs to analyze student work, analyze data, research new strategies, and support their professional goals.	Provide PLC structured time, support for PLC leads, observations, make PLC content relevant to student growth and needs as observed in the data.	From coaches: - PLC agendas - walkthrough tool artifacts - coaching logs		
1-3	Participate in Professional Development	Provide relevant, quality, well organized PD that supports teacher growth and student needs.	Take attendance and track it at staff mtgs.		
1-4	participate in coaching cycles	Create and systematize a coaching model to better support teacher growth	Coaching logs		

1-5	Structured Literacy: Strong Foundational Skills instruction at early grades that is explicit, systematic, and sequential.	Provide support for ongoing monitoring using BPST. Provide time in PLCs to do data dives and student work analysis. Collaboration time. Partner with central coordinators to support implementation.	Observation and feedback logs/data		
1-6	Have a clear vision for Tier 1 instruction and have goals to improve those practices	Provide a clear vision of tier 1 instruction, set goals based on the IPG.	survey teachers		
1-7	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. Math teachers meet to vertically align vocabulary and strategy implementation, as well as rigor.			

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

School Priority:	Focal students will grow in reading and math through accelerated small group instruction as measured by reclassification rates, SBAC, and iReady.				
School Theory of Change:	If we provide all students systematic foundational skills instruction and explicitly and regularly engage students with complex texts and tasks in whole group Tier 1, Tier 2 small group instruction and Tier 3 intervention, all K-5 students will demonstrate growth toward becoming proficient readers.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	
2-1	Monitor student progress in all Tiers through use of assessment data	Strategically use iReady mastery assessments to monitor student progress and place students in appropriate interventions	ILT review student progress regularly for students in all Tiers		

2-2	Participate in data conferences, set student goals and make collaborative decision to determine students in intervention	Provide a structure to analyze data that is well organized, relevant, and focused on student growth. Provide well trained, competent, caring, knowledgeable interventionists.	Leadership, coaches, and teachers present evidence of student data, analysis, and plan for next steps.	Focal students will grow in reading and Math as measured by reclassification rates, SBAC, and iReady.	
2-3	Participate in PDs focused on instruction for our ELLs	Provide PD for GLAD strategies for new teachers.	Attendance at Central PD		
2-4	Provide small group literacy instruction K-5th based on Shefelbine's framework	Create a multi-tiered system of support in order to have greater students at grade level as based on the SBAC and fewer students recommended for SPED evaluation.	Leadership and coaches provide PD to teachers and intervention specialists for small group literacy instruction (agendas).		
2-5	Implementing EL Ed, standards based curriculum	Get and organize materials, observation and feedback, PD on curriculum, ILT to plan for and monitor PLCs	Observation and feedback		
2-6	Use GLAD strategies and Language Dives on a weekly basis	Observation and feedback, provide planning time, and PD to support	Leadership and coaches observation and feedback		
2-7	K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.	-Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment. -Provide Professional development and learning for implementation of curriculum and strategies -Support & monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment. -Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum ational skills curriculum across classrooms and grade levels to ensure instructional alignment."	Monitoring with BPST data		

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

School Priority: Provide opportunities for families to participate in school activities.

School Theory of Change:
 If:
 -parents are communicated with regularly about academics, attendance and school goals, school climate promotes strong relationships, safety, joy and an equitable learning environment, and the school leverages community partnerships to support meeting school goals
 Then:
 -Students will come to school every day on time
 -Students will be safe and joyful at school
 -students will be engaged in school & activities in class

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	
3-1	Implement Caring School Community in order to build students' SEL competency, improve student peer sense of connectedness to each other and the school as a whole and reduce adult managed conflicts	Observations, ensuring teachers have planning time and the materials needed. Provide professional development and/ or coaching when needed. Gather and monitor data around adult managed student conflict.	Calendar of Principal and Coaches Observation & Feedback		
3-2	Teachers will use culturally responsive pedagogy to support student academic success	Provide observations, feedback and coaching to monitor implementation and growth. Provide Professional Development to ensure all teachers have the same behavior expectations.	Observation & Feedback		
3-3	Systematic use of assessment to monitor Tier 2 and Tier 3 needs and implementation of the COST system to organize Tier 2 and 3 interventions for academics and social emotional support	Using OUSDForce. Training and structure to use formative assessment data to identify student needs and monitor progress.	Using BPST to monitor and assess student progress. COST student list and OUSDForce.		

3-4	All classrooms share a consistent and equitable discipline practice that are driven by the MTSS triangle.	Provide teachers with a consistent and equitable discipline structure. Having clear explicit goals with staff around student behavior.	Observation & Feedback		
3-5	Engaging in parent education and structures of support for SEL.	Parent sessions for CSC, PBIS, and other topics as determined by parent needs via surveys and at PPTG meetings/events. Support learning through Back to School Night, school, classroom newsletters, Coffee with the Principal, PPTG meetings and events.	Workshop attendance for parent sessions, flyers and communications to parents, calendar of parent sessions.		
3-6	Engaging parents in the classroom and school in order to feel safe, welcomed and connected to the school.	Provide structures that ensure positive communication and relationship building with teachers and families.	CSM supports recruitment, retention, training of room parent volunteers.		
3-7	Engage in conversations with parents that are positive, caring, and focused on student achievement	Provide time to connect with families.	Teacher log parent phone calls (especially beginning of the year)		

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Priority:	Strengthen the Professional Learning cycles by clear ritualization of practices, being data-driven, incorporation of teacher voice/leadership, and access to quality coaching done by the ELA and Math 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.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	

4-1	Teachers regularly check-in with an adult/teaching buddy.	Establish committee to organize adult gatherings to foster connection, a strong sense of belonging, and collective care.		Provide support systems where teachers feel supported through coaching to improve their practice.	
4-2	Engage in collaboration with colleagues, including grade level partners.	Provide collaboration time	Agendas to show PLC time for collaboration	Provide support systems where teachers feel supported through coaching to improve their practice.	
4-3	Engage in PLC work	Provide PLC time and organize content in advance.	Agendas to show PLC time for collaboration	Provide support systems where teachers feel supported through coaching to improve their practice.	
4-4	Provide relevant PD that fosters professional growth	Gather data on teacher needs, calendar relevant PD and supports (i.e. coaching) to develop teacher practice.	PD calendar	Provide support systems where teachers feel supported through coaching to improve their practice.	
4-5	Teachers provide wraparound services via SSTs, 504s with our social worker to ensure student success in the classroom	Provide a structure to better organize and monitor student success and ensure parent participation'	CSM runs SST and keeps logs and communicates with teachers and parents.	Provide support systems where teachers feel supported through coaching to improve their practice.	

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	
5-1	IP1.1 Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Teacher schedules, virtual home- visit logs, and observation and feedback on morning meetings.	Decrease chronic absenteeism and provide students and families with opportunities to feel connected to the school as measured by the CHKS survey.	
5-2	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Meeting agendas	Decrease chronic absenteeism and provide students and families with opportunities to feel connected to the school as measured by the CHKS survey.	
5-3	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	Meeting agendas		

5-4	Engage in Professional Development with a focus on anti-racist practices.	Provide professional development for staff related to anti-racism and implicit bias	Meeting agendas		
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	
6-1	Daily Designated ELD lessons	Monitor classroom schedules, provide observation and feedback pertaining to D-ELD lessons. Align bell schedule and expectations to make sure teachers are providing integrated ELD lessons before doing EL Education lessons to better support understanding of complex text.	Teacher lesson plans, schedules, walkthroughs, observation and.		
6-2	Include GLAD strategies in lessons	Ensure all teachers are trained in GLAD. Observe the implementation of strategies	Classroom environment, anchor carts, observations.		
6-3	Ensure that ELs who are struggling receive extra support in Math and ELA	Supervise intervention program and monitor intervention data, monitor attendance, communicate with parents. Consistently ask who are the students who are struggling in your class?	Intervention groupings, data, small group attendance, slidedecks, evidence of work.		

6-4	Academic mentors and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	Coaching-- Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	Groupings, data, attendance		
6-5	Utilize academic conversation cues	Coaching-- Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	Professional development , observation and feedback,		

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
contract over \$25K	\$106,246	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.	Student Connectedness to School	Engaging parents in the classroom and school in order to feel safe, welcomed and connected to the school.	165-1
contract first \$25K	\$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.	Chronic Absenteeism	Engaging parents in the classroom and school in order to feel safe, welcomed and connected to the school.	165-2
12-Month Community School Manager	\$78,280	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9313	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Engaging parents in the classroom and school in order to feel safe, welcomed and connected to the school.	165-3
Contracts - Services	\$224,720	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	IP1.1 Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	165-4
Extended Contracts	\$15,000	Educator Effectiveness Grant	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.	Staff Satisfaction with Professional Development	Participate in Professional Development	165-5
STIP Teacher	\$86,453	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8708	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Academic mentors and STIPs will provide support for ELLs by offering push-in support in classrooms. They will work in collaboration with teachers on how to best support English Language development	165-6
Early Literacy Tutor	\$33,274	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8749	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Structured Literacy: Strong Foundational Skills instruction at early grades that is explicit, systematic, and sequential.	165-7

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$34,995	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8750	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Structured Literacy: Strong Foundational Skills instruction at early grades that is explicit, systematic, and sequential.	165-8
Attendance Specialist, Bilingual	\$6,851	LCFF Discretionary	2205	Classified Support Salaries	1930	Attendance Specialist, Bilingual	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Engage in conversations with parents that are positive, caring, and focused on student achievement	165-9
School supplies	\$10,429	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Have a clear vision for Tier 1 instruction and have goals to improve those practices	165-10
10-Month Teacher on Special Assignment (TSA)	\$141,400	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9118	10-Month Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	participate in coaching cycles	165-11
Noon Supervisor	\$13,173	LCFF Supplemental	2905	Other Classified Salaries	376	Noon Supervisor	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Engage in conversations with parents that are positive, caring, and focused on student achievement	165-12
Noon Supervisor	\$22,327	LCFF Supplemental	2905	Other Classified Salaries	1932	Noon Supervisor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement Caring School Community in order to build students' SEL competency, improve student peer sense of connectedness to each other and the school as a whole and reduce adult managed conflicts	165-13
Contracts - Services	\$42,899	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Implement Caring School Community in order to build students' SEL competency, improve student peer sense of connectedness to each other and the school as a whole and reduce adult managed conflicts	165-14

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$120,061	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	1341	11-Month Classroom Teacher on Special Assignment (TSA)	0.70	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Have a clear vision for Tier 1 instruction and have goals to improve those practices	165-15
Early Literacy Tutor	\$4,753	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8749	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Provide small group literacy instruction K-5th based on Shefelbine's framework	165-16
Early Literacy Tutor	\$4,999	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8750	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Provide small group literacy instruction K-5th based on Shefelbine's framework	165-17
Extended Contracts	\$2,000	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Engaging in parent education and structures of support for SEL.	165-18
OT for Parent workshops	\$530	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Engaging in parent education and structures of support for SEL.	165-19
To be allocated in Fall 2023.	\$240	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	SBAC Math Distance from Standard Met	Engaging in parent education and structures of support for SEL.	165-20
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$15,414	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2255	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	CAST (Science) at or above Standard	Teachers participate in regular collaboration time in PLCs to look at math and ELA standards, student work, assessments, data and instruction.	165-21

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$51,455	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	1341	11-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Monitor student progress in all Tiers through use of assessment data	165-22
Extended Contracts	\$9,131	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Participate in Professional Development	165-23
Extended Contracts	\$27,875	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Participate in PLCs to analyze student work, analyze data, research new strategies, and support their professional goals.	165-24
Extended Contracts	\$6,925	Title IV, Part A Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement Caring School Community in order to build students' SEL competency, improve student peer sense of connectedness to each other and the school as a whole and reduce adult managed conflicts	165-25



**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.

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

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

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

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 8/31/22 and will be in effect for the period 8/8/22 through 5/24/23

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: 9/1/22

Please attach the School-Parent Compact to this document.



School-Parent Compact 2022-23

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 2022-23 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 8/18/2022 at the First Annual Title I meeting, and will be in effect for the period of August 8, 2022 to May 25, 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, 2022

Julissa Lambert-Yank
Principal’s Name

Julissa Lambert-Yank
Signature of Principal

8/18/22
Date



Pacto entre la escuela y los padres 2022-23

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 2022-23.

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 18/8/2022 en la primera reunión anual del Título I, y estará vigente durante el período del 8 de agosto de 2022 al 25 de mayo de 2023.

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 2022 o antes.

Julissa Lambert-Yank

8/18/22

Principal's Name

Signature of Principal

Date



Strategic Resource Planning (SRP)

Acorn Woodland ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Nancy Gomez
Vice Chairperson:	Micaela Matias
Secretary:	Marilu Alvarado

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Julissa Lambert-Yank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Myra Lopez*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Briana Hernandez*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wendy Navia	<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"/>	
Micaela Matias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marilu Alvarado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Laura Limon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Last Thursday of each month @ 4:00 pm
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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