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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☒ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/30/2025

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

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

Signatures:

Julissa Lambert-Yank Principal	<u>Julissa Lambert-Yank</u> Signature	<u>5/1/2025</u> Date
Rosa Malagon SSC Chairperson	<u>Rosa Malagon</u> Signature	<u>5/1/25</u> Date
<u>SELLS Representative (optional)</u>	<u>Signature</u>	<u>Date</u>
Monica Thomas Network Superintendent	<u>Monica Thomas</u> Signature	<u>5/2/25</u> Date
Lisa Spielman Director, Strategic Resource Planning	<u>Lisa Spielman</u> Signature	<u>5/2/25</u> Date



2025-26 School Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Julissa Lambert-Yank
Date of this revision: 4/30/2025

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: 4/30/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/29/2025	SSC and SELLS combined	shared rationale and overview of site plan.
2/10/2025	Staff Meeting	Budget training and review budget priorities including planned strategies and activities for 2025-26
1/28/2025	ILT	Spoke about LCAP goals to get their opinion and went over the budget to make sure we have priorit
2/26/2025	SSC and SELLS combined	Went over SPSA for next year.
3/26/2025	SSC and SELLS combined	
4/30/2025	SSC and SELLS combined	
3/10/2025	Staff Meeting	Re surfaced budget decisions

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$104,340.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$715,784.22

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$101,520
Title I, Part A Parent & Family Engagement (#3010)	\$2,820
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$104,340

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$715,784.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$28,200
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$249,000
Proposition 28 (Arts & Music in Schools #6770)	\$51,211
SUBTOTAL OF STATE & LOCAL FUNDING:	\$611,444

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School Name: ACORN Woodland Elementary School		School ID: 165
CDS Code: 1612596002273	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
<p>At Acorn Woodland Elementary, we see our young scholars as seeds who are planted in their families and communities. We expect that every student will grow to meet his or her full potential, just as an acorn grows into a mighty oak tree. To do so requires dedication, high expectations and excellent teaching. Through the focus on rigorous academics, character values and leadership skills, we provide the roots for our young scholars to be like mighty oak trees. Scholars leave AWE grounded in their communities yet prepared to branch out to achieve higher education.</p> <p>At AWE, our mission is to: Prepare all students to leave AWE with the skills and determination to successfully pursue a college education.</p> <p>As Acorn Woodland staff members we agree to:</p> <ul style="list-style-type: none"> ■ Use integrated thematic units that cultivate curiosity, creativity and critical thinking for all of our students. ■ Empower students and families to take leadership in building healthy communities. ■ Foster personal and cultural pride in all of our students while developing respect, understanding and valuing the diverse perspectives of different cultures. ■ Support English Language Learners through native language literacy instruction in our (K-2nd) Spanish bilingual program and best practices in our sheltered English immersion program. 		
Purpose of this Plan		
<p>This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> • Targeted Support & Improvement for the following groups: Special Education Students 		
<p>The purpose of this schoolwide plan is to enhance outcomes for student groups that have consistently underperformed. Through a thorough review of performance indicators for these targeted students, we have selected evidence-based interventions designed to meet the unique needs of each group. The effectiveness of these interventions will be evaluated by monitoring their implementation and tracking progress toward our student performance targets. All goals, targets, activities, and budget expenditures are aligned with OUSD's LCAP goals and the specific objectives of Title I and other targeted funding programs.</p>		

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

OUSD students have been deeply impacted by consecutive years of budget cuts, which have led to reduced resources across our schools. Despite recent teacher raises, salaries in our district remain among the lowest in the Bay Area, making it challenging to recruit and retain exceptional educators, particularly bilingual teachers, even with targeted recruitment and retention efforts.

To address these challenges and foster student growth, it is essential to secure funding for TSAs who can provide coaching and support for both new and veteran teachers. Over 90% of our students qualify for free and reduced lunch, reflecting higher academic needs across the district. Additionally, many families face economic pressures, with heads of households working multiple jobs, leaving limited time to engage deeply in their children's educational experiences. To meet these needs, we must implement an efficient and robust intervention program to address learning gaps and support student success effectively.

School Demographics, 2023-24

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

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	20.0%	42.9%	not available until fall 2025	81.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	30.0%	46.4%	not available until fall 2025	45.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	68.9%	85.1%	not available until fall 2025	45.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-34.7	-66.9	not available until fall 2025	-28
SBAC ELA Participation	All Students	99.3%	99.3%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	63.6%	59.5%	not available until fall 2025	48.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC Math Distance from Standard Met	All Students	-39.3	-51.7	not available until fall 2025	-30
SBAC Math Participation	All Students	94.3%	94.3%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	11.5%	15.4%	not available until fall 2025	41.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	9.6%	2.5%	not available until fall 2025	12.0%
California Science Test (CAST) Participation	All Students	98.1%	100.0%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY				
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly				
Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-43.5	-79.8	not available until fall 2025	-28
SBAC ELA Distance from Standard Met	English Learners	-57.7	-97.3	not available until fall 2025	-46.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	69.2%	58.3%	not available until fall 2025	55.3%
SBAC Math Distance from Standard Met	Special Education Students	-58.3	-56.3	not available until fall 2025	-30
SBAC Math Distance from Standard Met	English Learners	-59.2	-65.5	not available until fall 2025	-47.3
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	14.0%	8.6%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.8%	68.9%	not available until fall 2025	82.6%
Out-of-School Suspensions	All Students	1.3%	5.5%	not available until fall 2025	2.0%
Out-of-School Suspensions	African American Students	0.0%	13.6%	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	13.8%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	60.8%	23.1%	not available until fall 2025	19.2%
Chronic Absenteeism	African American Students	68.4%	44.4%	not available until fall 2025	40.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	72.9%	70.7%	not available until fall 2025	53.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p><i>100 % of teachers are consistently using the adopted curriculum and engaging actively in coaching. They are submitting their CEAs, using PLC time to analyze the results, and, for the most part, implementing All-Block to support small group instruction. Dedicated collaboration time for PLC work—focusing on CEAs, student work analysis, and coaching sessions—has been instrumental in strengthening teacher efficacy.</i></p> <p><i>A Tier 2 intervention system supports 25% of students, with progress closely tracked using SIPPS data. Interventionists receive continuous coaching and guidance from the Literacy TSA to ensure high-quality and effective implementation.</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p><i>We are dedicated to providing African American students with the academic support they need. Currently, 25% of our African American students are receiving Tier 2 interventions, with their progress closely monitored. Students with IEPs are supported through a combination of pull-out services and in-class assistance provided by the SPED team. Our SPED teacher has taken on a leadership role, regularly meeting with and supervising the SPED team to promote transparency and alignment.</i></p> <p><i>Our newcomer students are receiving targeted support through ELD instruction and phonics interventions provided by our STIP sub. Additionally, our English Learners participate in regular DELD lessons and receive phonics interventions as needed to address their specific learning needs.</i></p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i> 	<p><i>In partnership with the Community Schools Manager (CSM), we have been working intentionally to reduce suspension rates by adopting a more restorative approach to discipline. As a result of these efforts, we currently have zero suspensions for the year. This work includes facilitating restorative conversations, providing staff training on restorative practices, and prioritizing relationship-building with students and families to address the root causes of behavior challenges.</i></p> <p><i>At the same time, our attendance team has taken a proactive and data-driven approach to improving student attendance. As a result, our positive attendance has increased from last year and now stands at 50.2%, while our rate of severe chronic absenteeism has decreased to 2.4%.</i></p> <p><i>This progress is the result of consistent efforts, including close monitoring of attendance data, meaningful engagement with families to understand and address barriers, and individualized support strategies such as home visits, incentive programs, and connections to community resources. Through these efforts, we are making significant strides in reducing chronic absenteeism and supporting student success.</i></p>

<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>We've successfully implemented PLC/Coaching sessions during collaboration time to provide additional support for teachers, focusing on CEAs and analyzing student work. All of our teachers are receiving coaching support, with 25% also participating in induction coaching provided by our Literacy or Math coaches Teachers in the ILT have taken on leadership roles, not only in decision-making but also in facilitating Professional Development for staff. The ILT plays a significant role in shaping the overall school environment and conditions.</i></p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p><i>We have not yet reached our goal for student achievement, as teachers continue to need coaching and support from TSAs to deliver high-quality Tier 1 instruction aligned with the curriculum and the rigor of the standards. Ongoing collaboration time is also essential for teachers to work with the coach, review student work, analyze CEAs, and internalize lessons. Despite these challenges, we've seen progress—21% of students are now proficient in iReady Reading, up from 15.8% at this time last year. In Math, we've also seen slight improvement, with 14.3% of students currently proficient compared to 10.1% at this time last year.</i></p>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p><i>We have not yet met this goal, despite having a robust intervention program that provides small group instruction to students in need of academic support. Our African American students are currently 19% proficient in reading, an increase from 14.2% last year. In Math, they are performing at 9.5% proficiency, up from 0% last year. However, the impact of our After School Program interventionists has been limited due to frequent absences, disrupting the continuity of services. To more effectively support students requiring intervention, we need to hire an additional Early Literacy Tutor to provide consistent small group instruction. It is also critical to maintain a TSA who can coach interventionists and monitor student progress.</i></p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>While we have made measurable progress toward our attendance goals—with positive attendance increasing from 43.9% to 50.3% and chronic absenteeism decreasing by over 3%—sustaining this momentum remains a challenge. This growth has been supported by Tier 1 incentives, regular data monitoring by the attendance team, and the critical contributions of our CSM in tracking attendance and reinforcing behavior structures. However, increasing meaningful parent involvement and engagement continues to be an area for growth. Ensuring language access through translation services and developing culturally responsive outreach strategies will be key to supporting full participation and continued improvement.</i></p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>Despite intentional efforts to support teachers through coaching, leadership opportunities, and collaborative processes, external factors such as unaffordable housing and financial instability continue to pose significant challenges. These stressors often undermine site-based efforts to foster stability and growth. Survey data, including results from the California Healthy Kids Survey (CHKS), reflect teacher concerns around work-life balance, job satisfaction, and overall wellness. While we have retained the majority of our teaching staff for next year, 19% of our teachers have chosen not to return—underscoring the ongoing challenge of retention in the face of broader systemic pressures.</p>

ATSI & TSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Special Education Students	68.1%	35.1%	not available until fall 2025	29.1%
Suspension	Special Education Students	0.0%	13.8%	not available until fall 2025	0.0%

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW	
ACORN Woodland Elementary School	SPSA Year Reviewed: 2024-25 SPSA Link: 2024-25 SPSA
2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA	
Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.	
We have been fairly successful in implementing our current SPSA strategies. We had successful coaching cycles to support teachers with instruction. We also provided teachers with collaboration time in order to provide time to analyze CEAs, look at student work, and internalize curricular lessons. We provided intervention to students needing academic support. Provided teachers with paid planning days. We have had a working ILT to monitor data, provide PDs, make overall site decisions, and improve their leadership skills.	
Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.	
We had difficulty having consistent instruction in 5th grade. We had a fairly new staff that was new to the curriculum and to the school's systems and structures, coaching was focused around knowing the curriculum and ensuring that teachers were using the adopted curriculum. Our intervention program quality was limited by the curriculum (SIPPS) and interventionists absences.	
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.	
One change will be that instead of using our After School Program to provide interventionists, we will be hiring another Early Literacy tutor. We expect to improve our teacher retention rates in order to deepen teachers' instructional pedagogy, going deeper in instructional coaching instead of keeping it superficial.	

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION				
Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Teacher planning	One-Year Teacher Retention	provide teachers with more planning time after school in order to do lesson internalization	100% of teachers were able to plan with coaches for the next unit	Continue because it provides teachers with useful time to spend preparing for instruction

Teacher on Special Assignment in charge of coaching teachers in Math, ensuring they know and follow curriculum.	i-Ready Math at or above Mid-Grade	The individual in this role is responsible for offering coaching support to teachers in Math, ensuring that our Tier 1 instruction aligns with the rigor of the Common Core State Standards. Additionally, they are tasked with organizing, monitoring, and providing training for our intervention program and providing professional development on culturally responsive teaching practices.	12 teachers received coaching support from our Math TSA, focusing on analyzing CEAs, unit planning, and implementing the curriculum effectively.	We cannot afford this position any longer. It will be discontinued.
Teacher on Special Assignment in charge of literacy instruction and organizing and monitoring intervention.	SBAC ELA Distance from Standard Met	The individual in this role is responsible for offering coaching support to teachers in ELA, ensuring that our Tier 1 instruction aligns with the rigor of the Common Core State Standards. Additionally, they are tasked with organizing, monitoring, and providing training for our intervention program and providing professional development on culturally responsive teaching practices.	100% of teachers received coaching support from our Literacy TSA. This individual also implemented, supervised, monitored, and organized the 27 % of students receiving reading intervention.	This individual will have to take on more responsibilities due to the lack of funds to have another Math TSA.
.4 Science Teacher	Staff Participation in Foundational Professional Learning	Science Teacher provides free time for teachers to collaborate together in PLCs. During this time provided, teachers look at student work, analyze assessments, or meet with the coaches	100% of teachers receive 50 minutes of collaboration time in order to get coaching, analyze CEAs, or look at student work.	This will be continued next year.

Teacher interventions before school	i-Ready Reading at or above Mid-Grade	Classroom teacher provides reading intervention before school for students on the cusp of being proficient.	20 students were seen before school by their classroom teacher in order to provide reading help for those on the cusp between the yellow and green bands in iReady.	This will continue next year if we have teachers willing to do that.
translation for workshops	Student Connectedness to School	During workshops, our Spanish-speaking staff members provide translation services for presenters who do not speak Spanish. This ensures effective communication between teachers and Spanish-speaking parents, facilitating a collaborative and inclusive environment where all parents can actively participate in discussions about their child's education.	20 to 50 or so parents were able to take advantage of workshops provided this year.	This will continue if possible.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES				
School:		ACORN Woodland Elementary School	SCHOOL ID:	165
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/Foundational skills data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental
1-4	Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-5	Regularly analyze iReady performance and SBAC assessment data to identify learning gaps and monitor progress.	All Students	Academic	Tier1-Universal
1-6	Integrate ongoing, formative assessments to adjust instruction in real time and to track incremental improvements.	All Students	Academic	Tier1-Universal
1-7	Adopt and refine strategies for meeting the needs of all learners, using flexible grouping, scaffolding, and personalized learning	All Students	Academic	Tier1-Universal
1-8	Create transparent accountability measures so that teachers, administrators, and stakeholders are all aligned toward meeting the goals.	All Students	Academic	Tier1-Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Analyzing data to identify and address disparities. Establishing transparent procedures and systems for monitoring the progress of students performing below grade level, newcomers, and newly enrolled students to streamline support structures.	All Students	Academic	Tier 2 - Supplemental
2-2	Ensure MTS systems are in place: COST, Attendance Team, SSTs, Tutoring, Extra mental health supports led by CSM	All Students	Academic	Tier 2 - Supplemental
2-3	Partnering with after-school programs to align resources and supports for students.	All Students	Academic	Tier 2 - Supplemental
2-4	Organize, monitor, and support SIPPS early literacy intervention and small groups throughout the day to support reading acceleration for our focal students supported by academic mentors, tutors and led by TSAs.	All Students	Academic	Tier 2 - Supplemental
2-5	Deploy coaches to work one-on-one with teachers, helping them refine classroom practices, use assessment data effectively, and implement strategies that support subgroup growth.	All Students	Academic	Tier 1 - Universal
2-6	Foster a school culture where data is used for reflection and growth, and successes as well as challenges are shared openly among educators.	All Students	Academic	Tier 1 - Universal

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?

3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	Behavioral	Tier 1 - Universal
3-2	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 - Universal
3-3	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers implement Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance through weekly recognition systems, and monthly recognition in school assemblies or heritage month celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Provide parents and teachers with translation services when needed to foster family engagement.	English Learner Students	Academic	Tier 2 - Supplemental
3-6	Create a safe, nurturing, and caring school environment conducive to learning, fostering active parental involvement in their child's education.unities that empower them to effectively advocate for their children's education.	All Students	Behavioral	Tier 1 - Universal
3-7	Provide training for teachers and staff in conflict resolution, de-escalation techniques, and culturally responsive classroom management.	All Students	Behavioral	Tier 1- Universal
3-8	Ensure that disciplinary actions are applied consistently and equitably, with a focus on understanding the root causes of behavior. This can include alternatives to suspension such as counseling, peer mediation, or restorative conferences.	All Students	Behavioral	Tier 1- Universal
3-9	Organize fun and engaging school events that bring students and families together.	All Students	Behavioral	Tier 1- Universal

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
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Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	All Students	Behavioral	Tier 1 - Universal
4-3	Extended contracts for leadership opportunities during the school year.	All Students	Academic	Tier 1 - Universal
4-4	All PD including August retreat, in-service days and Wednesday minimum days are planned based on teacher feedback and ILT planning.	All Students	Academic	Tier 1 - Universal
4-5	Monitor PD attendance and collect feedback to continuously refine content and delivery methods.	All Students	Academic	Tier 1 - Universal
4-6	Incorporate wellness check-ins as part of coaching and PD sessions to ensure new teachers feel supported both professionally and personally.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	Academic	Tier 1 - Universal
5-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-3	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	African American	Academic	Tier 1 - Universal

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

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Partnering with after-school programs to align resources and supports for students.	165-1
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Partnering with after-school programs to align resources and supports for students.	165-2
Music Teacher salary to provide a music class for each classroom and promote joy at school	\$46,693	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10119	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/Foundation al skills data, and reflect on instruction.	165-3
This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$4,518	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/Foundation al skills data, and reflect on instruction.	165-4
Noon supervisor to provide targeted support for students who need additional academic or behavioral assistance in class	\$4,544	California Community Schools Partnership Program	2905	Other Classified Salaries	376	Noon Supervisor	0.1			Adopt and refine strategies for meeting the needs of all learners, using flexible grouping, scaffolding, and personalized learning	165-5
Provide targeted support for students who need additional academic or behavioral assistance in the classroom.	\$4,484	California Community Schools Partnership Program	2905	Other Classified Salaries	1932	Noon Supervisor	0.09998			Adopt and refine strategies for meeting the needs of all learners, using flexible grouping, scaffolding, and personalized learning	165-6
CSM provides support for joyful schools, manages family engagement and staff that impact joy	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.5			Ensure that disciplinary actions are applied consistently and equitably, with a focus on understanding the root causes of behavior. This can include alternatives to suspension such as counseling, peer mediation, or restorative conferences.	165-7

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 165
School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
This funding source will pay for materials and supplies that will benefit student improvement and achievement, especially supplies for incentives and events.	\$13,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Organize fun and engaging school events that bring students and families together.	165-8
This funding source will pay for materials and supplies that will benefit student improvement and achievement, especially attendance incentives for students with improved and perfect attendance	\$3,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance through weekly recognition systems, and monthly recognition in school assemblies or heritage month celebrations.	165-9
This funding source will pay for materials and supplies that will benefit student learning and engagement.	\$10,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Organize fun and engaging school events that bring students and families together.	165-10
Provide refreshments during school wide events and workshops for parents	\$1,968	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a			Organize fun and engaging school events that bring students and families together.	165-11
Buses for field trips so students can attend and learn outside of school.	\$10,000	California Community Schools Partnership Program	5820	Bus Passes	n/a	n/a	n/a			Organize fun and engaging school events that bring students and families together.	165-12
Partner with Lead Liberated to ensure anti-racist practices and Playworks to provide students with PE.	\$91,015	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	165-13
Noon supervisor who will help create a nurturing school climate by implementing restorative practices, supporting conflict resolution, and reinforcing positive behavior expectations..	\$22,722	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	376	Noon Supervisor	0.5			Adopt and refine strategies for meeting the needs of all learners, using flexible grouping, scaffolding, and personalized learning	165-14
This funding source will pay for materials and supplies that will benefit student improvement and achievement, including supplies to support with student learning and engagement.	\$1,278	California Community Schools Partnership Program Carryover	4310	School Office Supplies	n/a	n/a	n/a			Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance through weekly recognition systems, and monthly recognition in school assemblies or heritage month celebrations.	165-15

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Offer a high-quality after-school program that is inclusive and supportive for all students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Partnering with after-school programs to align resources and supports for students.	165-16
Offer a high-quality after-school program that is inclusive and supportive for all students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Partnering with after-school programs to align resources and supports for students.	165-17
Stipends for teachers to have professional development and leadership opportunities.	\$15,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Extended contracts for leadership opportunities during the school year.	165-18
Use of substitutes for testing and instructional walkthroughs as well as IEPs	\$13,200	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	165-19
This funding source pays for a position to benefit teachers with coaching and students intervention and Professional Development that supports students in learning.	\$62,210	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.4			Deploy coaches to work one-on-one with teachers, helping them refine classroom practices, use assessment data effectively, and implement strategies that support subgroup growth.	165-20
Early Literacy Tutor to support with small group instruction around reading,	\$43,893	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	New Position 01	Early Literacy Tutor	0.8			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	165-21
Support reading. Organize, monitor, and support SIPPS early literacy intervention and small groups throughout the day to support reading acceleration.	\$2,635	Literacy Coaches & Reading Specialists Grant	5846	Licensing Agreements	n/a	n/a	n/a			Organize, monitor, and support SIPPS early literacy intervention and small groups throughout the day to support reading acceleration for our focal students supported by academic mentors, tutors and led by TSAs.	165-22

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 165
School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Parent workshops to help them understand the educational system and better support students at home.	\$1,320	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Create a safe, nurturing, and caring school environment conducive to learning, fostering active parental involvement in their child's education.unities that empower them to effectively advocate for their children's education.	165-24
Provide translation for parents to be active in school events	\$1,500	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Provide parents and teachers with translation services when needed to foster family engagement.	165-25
Science Prep Teacher: Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/Foundational skills data, and reflect on instruction.	\$37,526	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2255	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4		CAST (Science) at or above Standard	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/Foundational skills data, and reflect on instruction.	165-26
Provide teachers with planning time before beginning of school, and Math planning time	\$51,813	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		i-Ready Math at or above Mid-Grade	Adopt and refine strategies for meeting the needs of all learners, using flexible grouping, scaffolding, and personalized learning	165-27
Attendance clerk to support with attendance and school safety (injured students in the office) and support families as needed.	\$7,181	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	1930	Attendance Specialist, Bilingual	0.1		Student Connectedness to School	Provide parents and teachers with translation services when needed to foster family engagement.	165-28
Provide teachers with PLC time to analyze ELD data	\$5,000	Title I, Part A Schoolwide Program	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a		i-Ready Math at or above Mid-Grade	Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	165-29



**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
- 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 Report Card Meetings

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Having an assigned SDTL to distribute and help parents with computers and hotspots.
- Friday Monthly Workshops where parents learn about our online platforms.
- Providing students with Clever Badges for home access

- CSM and SDTL work together to provide training and access to technology and online materials
- Back to School Night
- iReady training

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 ~~Thursday~~ ^{Wednesday} after school on zoom (Wednesdays)
- Coffee Chat once per month in person
- Coffee with the Principal once a month on in person
- Providing zoom option for parents
- Scheduling of parent conferences before and after school

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was jointly developed and adopted by the ACORN Woodland on and will be in effect for the period 8/26/24 through 5/29/25

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

Julissa Lambert-Yank
Name of Principal

Julissa Lambert-Yank
Signature of Principal

Date: 8/26/2024

Please attach the School-Parent Compact to this document.



School-Parent Compact

2024-25

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 2024--25 school year.

School Responsibilities

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

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

In order to meet the demands of the CCSS, ACORN Woodland(AWE) will use Expeditionary Learning (EL) to teach reading. In Math, we will use Great Mind's Eureka Squared. AWE will also provide reading intervention to students who need extra support in reading. We will use iReady district assessments regularly for summative assessments and the IAB assessments to progress monitor students to ensure mastery of content.

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

At AWE, we will hold report card conferences to communicate with parents around their child's progress unless necessary. Instead, we will schedule goal setting conferences after the first round of data is available. All students will have a part in their conferences. Teachers and parents will also meet about progress reports and when necessary, we will hold SST meetings to communicate our concerns and next steps with parents.

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

Parents are able to receive Friday Family Workshops to help them understand the state's academic and content standards, assessments, and how to monitor and improve the achievement of their children in conjunction with teacher held workshops, report card conferences and progress reports.

4) Provide parents reasonable access to staff.

At AWE, we hold a monthly Coffee Chat where parents have access to teachers and/or principal without an appointment. Teachers and parents share time to communicate about any concerns they may have. Teachers and parents have access to Parent Square. During report card conferences, teachers are provided with translators to better communicate with parents. Teachers and staff are readily available to meet with parents before or after school. We also have a Community Schools Manager to help with access to families.

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

We provide information in various languages through Parent Square, we provide translations for parent meetings, and handicap accessible locations. We welcome all parents to volunteer in any school activities or to become a room parent in their child's classroom. Due to COVID, only parents who are vaccinated will be able to volunteer.

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

We provide parents with regular workshops led by either our Teacher on Special Assignment, our mental health provider, or our social worker to help improve the academic achievement of their children. During report card conferences and progress reports, teachers provide parents with additional information to help families become our educational partners.

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

We hold an annual professional development with teachers and parents to help find ways to better communicate and partner around how to best support our students. During this professional development, we hold a fishbowl around best practices and

provide teachers and room parent volunteers with planning time and engage in social interactions.

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

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

Parent Responsibilities

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

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

Teacher Responsibilities

- Provide high-quality curriculum and instruction based on the CCSS and the schools Tier 1 instruction expectations.
- Endeavor to motivate students to learn
- Have high expectations and help every child to develop a love of learning
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means/
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families, and the community.

- Actively participate in collaborative decision making and consistently work with families and school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Follow teaching practices for Tier 1 instruction as outlined in our MTSS tool
- Have a learner stance
- Respect the school, students, staff, and families.

Student Responsibilities:

Examples:

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by ACORN Woodland Elementary (AWE) on August 26, 2024 at the First Annual Title I meeting, and will be in effect for the period of August 12, 2024 to May 29, 2025

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, 2024

Principal's Name

Julissa Lambert-Yank

Signature of Principal

Julissa Lambert-Yank

Date

8/26/24



ACORN Woodland ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Rosa Malagon
Vice Chairperson:	Eva Gonzalez
Secretary:	Laura Limon

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"/>	
Jenna Shaikh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sharon Zujeiry Hernandez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wendy Nava-Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Rosa Malagon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Eva Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Laura Limon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Estela Avalos	<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"/>	

	Last Wednesday @ 4:30

- 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.

